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SECOND AND THIRD GRADE MANUAL

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SECOND AND THIRD GRADE MANUAL

A Help-Book for Teachers

By

EMMA MILLER BOLENIUS

Author of "The Boys' and Girls' Readers," "Teaching Literature in the Grammar Grades and High Schools," "The Teaching of Oral English," and "Everyday English Composition" books

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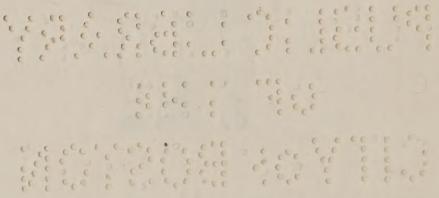

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To the Teacher

THIS course in first-grade reading has its roots in the author's love of children and her keen interest in classroom problems. She has approached the matter of primary reading both from the standpoint of the latest investigations and also through the eyes of the child himself. She has also kept in mind the handicaps of environment, lack of experience of many teachers, over-large classes, and other features that play such a strong part in determining the success or failure of a teacher's work. This course, therefore, is built primarily for the child. It is built secondarily to aid the teacher to do well a task that in itself is tremendous — that of giving the child control of the process that is basal in all of his other school work.

The recent investigations in the field of primary reading — and of all school reading — have been most significant. The author has made a careful study of the latest thought on primary reading as given in reports, investigations, courses of study, surveys, and books by experts. Moreover there is not a suggestion in this book that has not been "tried out" or submitted to the approval of expert teachers of primary reading.

Attention is directed to the following features of the course:

1. **Motivation of the reading exercises,** making reading such a pleasure in the child's mind that he is eager to learn to read well.
2. **Definite progression made plain and certain** by means of clearly stated objectives and detailed lessons.
3. **Blending of thought getting and word mastery,** so that "Reading as Thinking" is made dominant in the child's mind.
4. **Silent reading developed as a carefully planned course,** running side by side with the work in oral reading.

Progressive exercises and drills in silent reading begin with the first week and continue in gradually increasing quantity throughout the two years, thus giving a well-balanced basal course. All the latest scientific knowledge, such as formation of proper habits of eye-movements, etc., has been taken advantage of in the training.

5. **Diagnostic tests simply and progressively planned,** making possible a practical sifting of children into good, medium, and poor, thus economizing the teacher's time and effort in the application of the sort of drill that suits both the children and the defect. Hence recognition of individual differences.

6. **Transmutation of seat work into a profitable word study** or **reading exercise.**
7. **Correlation of class activities with reading.** Number work, nature study, hand work, language, music, etc., are all woven with the reading.
8. **Fresh material blended with the best of the old,** all being supplemented by supervised reading from other readers, the object being that this course should guide the child in pursuing his outside reading and build in him a love of the best books.
9. **Practice or supplementary reading in other readers guided by detailed references,** so that the inexperienced teacher can hope for the results that years of teaching give to the older teacher.
10. **Training in how to study,** and in reading the study type of material. The course aims to prepare children to attack the problems of the fourth grade with the assurance that strong reading ability always gives.

The author wishes to thank the many superintendents and teachers who gave largely of their time and effort in the making of this course. Their assistance in going over the manuscripts and trying out material with pupils of various types of schools has been invaluable in adapting the work to actual schoolroom conditions and requirements. Especially does she wish to express appreciation to Superintendent Thomas Gordon Bennett of Queen Anne's County, Maryland; to Miss Eleanor A. Parker, of Boston, Massachusetts; and to Miss E. May Baker, of Lancaster, Pennsylvania.

Without Houghton Mifflin Company's wealth of copyright material, it would have been impossible to construct this series. The editor feels deeply grateful to them, not only for the rich content of the readers, but also for their untiring editorial coöperation; and to The Riverside Press for their exceptionally fine coöperation in making the typography of the books meet the new standards of experts in primary methods and eye-hygiene.

The Manual itself is intended to be a Help-Book for teachers. The author has tried to inject into it her personal enthusiasm, for the young or inexperienced teacher may be carried on more easily in her work, if a Manual can but seem like a real person standing at her shoulder with guidance. Do not expect a pedantic work in this volume. It has been made as human as possible; for teachers are human, children are human, and reading should be the most human of all the studies in the curriculum.

Contents

Introduction

	Page
The New Point of View	xi
General Principles	xii
Bibliography	xvii
Silent Reading	xviii
Diagnostic Tests	xxiii
Bibliography	xxvi
Oral Reading	xxvii
Ways to Enliven the Reading Period	xxx
Steps in Method	xxxii
Mechanics of Reading: Bibliography	xxxiv
Optional and Supplementary Work	xxxviii
A Home-made Equipment	xxxviii
Projects, or free-time activities	xl
Bibliography	xliii
Correlation with other subjects	xliii
Song Games, Poems, and Stories	xliv
Bibliography	xlv
Practice Reading — a Reading Club	xlvi
Books for the Children to Read	xlviii
Introduction to Second and Third Readers	1
Plan for Each Year	1
Materials	2
Vocabulary: First, Second, Third Year Phonetics	2
General Objectives	6

Detailed Lessons

Second Reader	9–126
Third Reader	131–281
Summaries of 2d and 3d Reader Vocabularies	127, 282

A Testing Program

Suggestions for testing	287
Duplicates of forty tests	295–337

Supplementary Poems

	Page		Page
Mother Goose	339	Lucy Larcom	345
Stevenson	340	Celia Thaxter	346
Rossetti	342	Frank Dempster Sherman	348
Longfellow	342	Abbie Farwell Brown	350
Alice and Phœbe Cary	343	Miscellaneous	350

INDEX 357

Second Reader

Note: The first number gives the page in the Reader; the second number (in italics) gives the page in the Manual.

		Manual
Group I: Seeing Funny Things		
Sunny Boy (story)	1	*12*
The Cow (poem)	13	*17*
Doing Three Things (drill)	14	*18*
The Deep Hole (poem)	16	*20*
The Fox and the Stork (play)	19	*22*
Smiles and Tears (poem)	22	*24*
The Reason Why (drill)	24	*25*
Farmer and Stork (test)	25	*26*
A Story Party		*26*
Group II: Safety First		
How Indians got Fire (story)	26	*32*
One Little Fire Cracker (poem)	42	*35*
The Bundle of Sticks (play)	44	*36*
Golden-rod (poem)	46	*38*
Signs and Signals (drill)	48	*39*
Wiggle Tad (test)	50	*40*
A Story Party		*40*
Group III: Doing for Others		
The Three-Legged Stool (story)	53	*46*
The Snowbird (poem)	73	*51*
The Fox and the Well (play)	74	*51*
Tell the Right Word (drill)	76	*52*
Santa Claus is Coming (poem)	78	*53*
Christmas Puzzle Game (test)	81	*54*
A Story Party		*55*
Group IV: Doing Tricks		
Grandfather Bear and Fox (story)	83	*61*
Snow (poem)	91	*63*
The Boys and Frogs (play)	92	*63*
Fox, Hen, and Rooster (story)	94	*64*
Ghost Fairies (poem)	104	*65*
The Fox and the Crow (play)	106	*65*
Find What is Wrong (drill)	108	*66*
The Boy and the Wolf (test)	110	*67*
A Story Party		*68*
Group V: Guessing Riddles		
Who was the strongest? (story)	112	*74*
Riddles to guess (rhymes)	125	*76*
The Fox and the Crab (play)	128	*77*
The Four Winds (poem)	130	*78*
Do What You Read (drill)	132	*78*
Things to Make (test)	134	*79*
A Story Party		*80*
Group VI: Garden Stories		
Five Peas in a Pod (story)	136	*86*
Gardening is heaps of fun (poem)	144	*90*
Ant and Grasshopper (play)	146	*91*
Five Little Chickens (poem)	148	*92*
Peter Rabbit (story)	151	*93*
Wynken, Blynken, and Nod (poem)	164	*98*
Who, When, What (drill)	168	*99*
Peter Rabbit goes berrying (test)	170	*100*
A Story Party		*101*
Group VII: Thinking of Things to Do		
Molly's Ten Cents (story)	172	*107*
Fun in a Garret (poem)	184	*110*
Doing Three Things (drill)	186	*110*
Rain (poem)	188	*111*
The Crow and the Pitcher (play)	190	*112*
Who, When, What (drill)	192	*112*
Hidden Word Game (test)	194	*113*
A Story Party		*113*
Group VIII: An Indian Project		
Hiawatha Stories and Poems	196	*118*
The Months and Days (drill)	208	*122*
Morning Star (test)	210	*123*
An Automobile Game (drill)	212	*40*
A Story Party		*124*
Summary of Vocabulary		*127*

Third Reader

Note: The first number gives the page in the Reader; the second number (in italics) gives the page in the Manual.

	Manual
Group I: The Fairy Outdoors	
The Gradual Fairy (story)	1 *134*
Trees (poem)	17 *137*
The Hare and the Tortoise (play)	18 *138*
Saturdays' Party (poem)	20 *139*
Things to do this fall (drill)	22 *140*
Spotty (test)	26 *143*
An Arbor Day Program	*144*
Group II: About Indians	
Little Gwen (story)	28 *153*
Hiawatha (poem)	41 *157*
Who, When, What (drill)	44 *159*
The Secret (test)	46 *159*
Thanksgiving (or Spring) Program	*159*
Group III: Magic Stories	
The Enchanted Horse (story)	48 *169*
Things to do this winter (drill)	68 *174*
A Song of Christmas Trees (poem)	71 *176*
Who, When, What, Where (drill)	72 *177*
The Magical Whistles (story)	74 *177*
Piccola (poem)	95 *180*
Snap Shots of Birds (test)	98 *181*
Christmas (or Spring) Program	*183*
Group IV: People of Other Lands	
The Japanese Shop (story)	102 *193*
Legend of the Northland (poem)	115 *197*
Who, Where, What, How (drill)	120 *198*
The Dutch Twins (story)	122 *198*
Following Directions (drill)	132 *200*
Snap Shots around World (drill)	134 *201*
Cheeko (test)	137 *202*
Half-Year Program	*202*
Group V: Safety Stories	
The Drum (story)	139 *212*
Don't Give Up (poem)	149 *215*
Using the Telephone (drill)	150 *215*
The Man on the Chimney (story)	152 *216*
The Shadows (poem)	156 *217*
Sugar (drill)	158 *218*
Safety First (test)	160 *220*
A Safety Program	*220*
Group VI: Animal Tales	
Bear, Wolf, and Wrens (story)	162 *230*
Spring (poem)	172 *232*
Things to do this spring (drill)	174 *232*
Billy-Goat's Tail (story)	177 *234*
The Brown Thrush (poem)	184 *235*
Who, When, What, How, Where (drill)	186 *236*
A Trip to Bookland (test)	188 *239*
Easter (or Thanksgiving) Program	*239*
Group VII: Make-Believe Tales	
April Fool (story)	190 *249*
The Lost Bell (poem)	206 *252*
Marjorie's Almanac (poem)	213 *253*
Uses of Iron (drill)	214 *254*
The Naughty Tulip (poem)	216 *255*
Hidden Word Game (drill)	218 *255*
Milk (test)	220 *256*
Program	*256*
Group VIII: The Real Outdoors	
The Froggery (story)	223 *267*
Talk (poem)	232 *271*
The Clever Kid (play)	234 *271*
Berrying Song (poem)	236 *272*
Things to do this summer (drill)	238 *273*
Suppose (poem)	241 *274*
A Trip to the Woods (test)	242 *274*
Airplane Game (drill)	244 *143*
Half-Year Program	*275*
Summary of Vocabulary	*282*

Note. The first number gives the page in the Reader; the second number (in italics) gives the page in the Manual. The Roman number after the selection is the group number.

Second Reader

	Reader	Manual
Ant and grasshopper (VI)	146	*91*
Automobile game (drill — VIII)	212	*40*
Boy and Wolf (test — IV)	110	*67*
Boys and Frogs (IV)	92	*63*
Bundle of Sticks (II)	44	*36*
Christmas Puzzle Game (test — III)	81	*54*
Cow (I)	13	*17*
Crow and Pitcher (test — VII)	190	*112*
Deep Hole (I)	16	*20*
Do what you read (drill — VI)	132	*78*
Doing three things (drill —I)	14	*18*
Doing three things (drill — VII)	186	*110*
Farmer and Stork (test — I)	25	*26*
Find What is Wrong (drill — IV)	108	*66*
Five Little Chickens (VI)	148	*92*
Five Peas in a Pod (VI)	136	*86*
Four Winds (V)	130	*78*
Fox and Crab (V)	128	*77*
Fox and Crow (IV)	106	*65*
Fox and Stork (I)	19	*22*
Fox and Well (III)	74	*51*
Fun in a garret (VII)	184	*110*
Gardening is Heaps of Fun (VI)	144	*90*
Ghost Fairies (IV)	104	*65*
Goldenrod (II)	48	*38*
Grandfather Bear and Sly Fox (IV)	83	*61*
Hiawatha (VIII)	196	*118*
Hidden Word game (test — VII)	194	*113*
How the Indians got Fire (II)	26	*32*
Molly's Ten Cents (VII)	172	*107*
Months and Days (VIII)	208	*122*
Morning Star (test — VIII)	210	*122*
One Little Fire Cracker (II)	42	*35*
Peter Rabbit (VI)	151	*93*
Peter Rabbit goes berrying (test — VI)	170	*100*
Rain (VII)	188	*111*
Reason Why (drill — I)	24	*25*
Riddles (V)	125	*76*
Santa Claus is Coming (III)	78	*53*
Signs and Signals (drill — II)	48	*39*
Sly Fox, Hen, and Rooster (IV)	94	*64*
Smiles and Tears (I)	22	*24*
Snow (IV)	91	*63*
Snowbird (III)	73	*51*
Sunny Boy (I)	1	*12*
Tell right word (drill — III)	76	*52*
Things to Make (test — V)	134	*79*
Three-Legged Stool (III)	53	*46*
Who was the Strongest (V)	112	*74*
Who, When, What (drill — VI)	168	*99*
Who, When, What (drill — VII)	192	*112*
Wiggle Tad (test — II)	50	*40*
Wynken, Blynken, and Nod (VI)	164	*98*

Third Reader

	Manual
Airplane game (drill — VIII)	244..*143*
April Fool (VII)	190..*240*
Bear, Wolf, and Wrens (VI)	162..*230*
Berrying Song (VIII)	236..*272*
Brown Thrush (VI)	184..*235*
Cheeko (test — IV)	137..*202*
Clever Kid (VIII)	234..*271*
Don't give up (V)	149..*215*
Dutch Twins (IV)	122..*198*
Enchanted Horse (III)	48..*169*
Following Directions (drill — IV)	132..*200*
Froggery (VIII)	223..*267*
Gradual Fairy (I)	1..*134*
Hare and Tortoise (I)	18..*138*
Hiawatha (II)	41..*157*
Hidden Word game (drill — VII)	218..*255*
Japanese Shop (IV)	102..*193*
Legend of Northland (IV)	115..*197*
Lost Bell (VII)	206..*252*
Magical Whistles (III)	74..*177*
Man on Chimney (V)	152..*216*
Marjorie's Almanac (VII)	213..*253*
Milk (test — VII)	220..*256*
Mr. Billy-Goat's Tail (VI)	177..*234*
Naughty Tulip (VII)	216..*255*
Piccola (III)	95..*180*
Safety First (test — V)	160..*220*
Saturdays' Party in Fairyland (I)	20..*139*
Secret (test — II)	46..*159*
Shadows (V)	156..*217*
Snap Shots around World... (test — IV)	134..*201*
Snap Shots of Birds (test — III)	98..*181*
Song of Christmas trees (III)	71..*176*
Spotty (test — I)	26..*143*
Spring (VI)	172..*232*
Story of a Drum (V)	139..*212*
Story of Little Gwen (II)	28..*153*
Sugar (drill — V)	158..*218*
Summary	*284*
Suppose (VIII)	241..*274*
Talk (VIII)	232..*271*
Things to do this fall (drill — I)	22..*140*
Things to do this Spring (drill — VI)	174..*232*
Things to do this Summer (drill — VIII)	238..*273*
Things to do this Winter (drill — III)	68..*174*
Trees (I)	17..*137*
Trip to Bookland (test — VI)	188..*239*
Trip to Woods (test — VIII)	242..*274*
Uses of Iron (drill — VII)	214..*254*
Using the telephone (drill — V)	150..*215*
Who, When, What (drill — I)	44..*159*
Who, When, What, How, Where (drill — VI)	186..*236*
Who, Where, What, How (drill — IV)	120..*198*
Who, When, What, Where (drill — III)	72..*177*

SUNNY BOY

REPRODUCED FROM PAGE X OF THE SECOND READER

GENERAL INTRODUCTION

"Please tell me a story."

Little Sunny Boy's mother told him the funniest story. Sunny Boy laughed and laughed.

"Please tell it again," begged Sunny Boy.

THE first years of a child's life in school are the most important he will ever spend there because tendencies begin their development; likes and dislikes are formed that may influence his whole school history. Particularly important are these in the matter of reading. If the best use is made, first, of the child's dominant traits, and second, of psychological laws, the art of reading can be acquired in much less time than is now consumed in many school systems and with increasing joy for both child and teacher.

And why should not the teaching of primary reading be a joyous thing for both child and teacher? It is giving him a "fairy key" that unlocks vast stores of fascinating things and people and happenings.

"Please *tell* me a story! . . .

"Please *read* me a story! . . .

"Please *let me read* a story all by myself!"

This system of reading goes straight to the traits of a child for its inspiration.

Before you begin teaching second- or third-grade work read carefully through the following introduction. The basic principles discussed here should be kept constantly in mind. The suggestions are in line with the best thought on reading, as presented in the Yearbooks of the National Society for the Study of Education, in surveys and their attendant recommendations, in revised courses of study, and in the work of experts who have presented in books the problem of primary reading.

The new point of view. In such centers of investigation as the University of Chicago, Columbia University, Harvard, and other educational institutions, in magazines devoted to the interests of the elementary school or to research, in associations of school men, as the National Society for the Study of Education, one of the outstanding subjects of interest has been primary reading. All of these have made such great contributions to the pedagogy of reading that a great step forward has been accomplished during the last decade.

To-day the successful primary teacher must stand squarely on a sound platform of principles in teaching. She will find that the Yearbooks of the National Society for the Study of Education, the Monographs issued by the University of Chicago, and carefully selected books on the pedagogy of reading will help her greatly to reach a commanding position.

The bibliographies on pages xvii, xviii, xxvi, xxxvii, xliii, xlv, and xlviii present the new point of view in teaching this fundamental subject.

I. GENERAL PRINCIPLES

1. Reading should be considered as a thinking process. Ability to read implies ability to see similarities and differences, and to draw conclusions or make judgments, which are either voiced by reading aloud or are interpreted in some other way. "'To read,'" says E. L. Thorndike in discussing understanding of sentences, "means 'to think' as truly as does 'to evaluate' or 'to invent' or 'to demonstrate' or 'to verify.'" [1]

Reading should not be mere "word calling" or thinking of words individually. From the very first the child should grasp ideas that are larger than mere words; as,

Sunny Boy instead of *Sunny* and *Boy*

The aim of all the suggestions in this Manual is to make the children think for themselves. "I had a teacher once," said Henry van Dyke, "who taught me to think for myself, the first of my real teachers, and what the others gave me came through the door that he opened." As Professor Strayer has well said: "The success of any teacher may be measured by the ability shown by her pupils for independent work."

Therefore, this course aims:

1. To give children reading exercises daily that compel actual thinking — all done under the stimulus of great interest. (Silent reading drill work, etc.)
2. To lead children to draw conclusions from facts read. (Thought questions.)
3. To lead them to see big facts in relation to the smaller ideas of a selection. (Organization questions.)

2. Meaning of what is read should engage the mind primarily, rather than mastery of mechanics. In this course meaning is brought to the fore: the method of attack is on the plane of the child and of his abilities and desires. The course is built around the following:

[1] Thorndike, Edward L.: "The Understanding of Sentences." *The Elementary School Journal*, October, 1917.

1. Reading through doing.
2. Reading through games.
3. Reading through interpretation of directions.
4. Reading through motivated Story Parties.

3. There should be a definite motive for reading. Probably the best motive is reading to find out something that interests one. Is it not possible that children might be furnished with the same motive for reading a story that adults have; namely, the desire to read for the pleasure of reading or the need to learn something, and not merely to get practice in the mechanical act of reading?

A great result of present-day investigations in primary reading is that actual motives from real life are for the first time sensibly applied to the child's reading problem.

Why do we read aloud, we adults? We read aloud to give information to somebody, or to give pleasure to others, or to fix in our own minds something important, or to give ourselves the joy that comes from interpreting beautiful thought in speech. The Manual presents ways and means of applying these motives to class work.

Too much stress has frequently been put on oral reading because the teacher thought that the child's pronouncing words aloud was the only way to find out whether he understood the symbols. It is now believed that a child's recognition of a new word can be tested in other ways than by having child after child drone his stumbling way down the page.

Oral reading in this course is motivated. The children read aloud:

1. To entertain other listeners.
2. To play games.
3. To find out how speeches are to be said.
4. To inform others.
5. To practice for a Story Party, or a Program Period.

4. There should be definite progressive training in silent reading. Not only is every bit of oral reading motivated or made to count, but proper stress is put on silent reading, with the every-day needs of silent reading taken into consideration.

With what motives do adults read silently? We read to enjoy a story. We read for information. We read to find an answer to some question. We read to verify an opinion. We read to find out the details of which some striking picture is the climax. We read because the illustrations of a book invite us to read. We read a play because later we are going to see

it presented. We read to preserve our personal safety; for failure to read various signs in a community might lead to disaster.

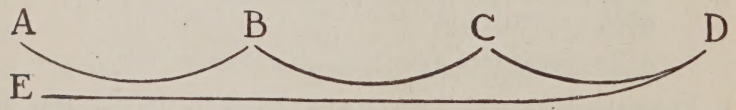
We are constantly reading merely to conduct our daily lives — to buy eggs at a certain price, to take a train according to a printed schedule, to find a certain counter in a department store, to go to the moving-picture play we wish to see, to take the right street-car for our destination, to pay a bill, to handle money. We are constantly interpreting street signs and traffic signals, official titles, numbers on houses, telephone and city directories, store signs, people's names, and advertisements. The whole community is built around the necessity of being able to interpret printed symbols correctly and intelligently.

This course strikes at once at the community need for interpreting correctly the printed word. Progressive silent reading exercises are given daily.

The method for exercising silent reading involves a number of definite procedures; as,

1. Reading directions carefully.
2. Reading rapidly for a great variety of purposes.
3. Reading silently to find out innumerable things.
4. Reading silently and interpreting the reading in action.
5. Testing rate, comprehension, ability to reason, etc.

5. Proper eye-movements should be cultivated. In good reading the eye moves across the page in a series of jerks, pausing for a fractional moment at points along the line (called "fixation points"), where it gathers up "an eye full" of words. The following curves somewhat explain the movements across the page and back.



A, B, C, D fixation points. A—B, B—C, C—D eye sweeps.
D—E = long sweep back to new line.

The eye moves in a straight line but the curve makes the idea of "eye sweep" clearer. The latter is equivalent to the space from A to B.

It is desirable to develop the habit of:

1. Reading a line with few eye sweeps (or pauses).
2. Not pausing at each word, but taking in groups, or phrases.

3. Not having to retrace to pick up ideas missed at the first movements across the page.
4. Not making lip movements, when reading silently.
5. Having the eye return to the right spot to begin the next line.

Science is able now to photograph the movements of the eye across the page. It has found that if a child is blocked by an unknown word, the regular progression is interrupted, and the eye flutters back and forth in a vain effort to pick up the thought.

To aid in the formation of right reading habits, this course aims:

1. To develop regularity of eye-movements by planning motivated reading of known material where no unknown word blocks the onward movement.
2. To prevent "blurs" by anticipating new words.
3. To give perception drills of phrases and sentences that train the eye to grasp more than a single word.

6. A preparatory procedure should build backgrounds to aid understanding. To understand what is read even adults need (1) knowledge of backgrounds, theme, situations, etc.; and (2) knowledge of vocabulary.

Reading matter can be connected with the child's experience by means of conversation or picture study anticipatory to actual reading. All the seeds that later will flower in understanding of a story or a situation may be planted in the child's mind before his actual reading. This can be done without his working on the actual story in such a way that he memorizes it.

The aim in this course is twofold:

1. To develop right reading attitudes.
2. To train in actual reading of new material.

The work leading up to the reading of the selection has three aims:

1. To connect with the child's experiences.
2. To build vocabulary backgrounds.
3. To give the child strength in handling new words.

7. The vocabulary should consist of words of immediate value, and it should be graded in such a way that the child can master it happily.

1. The words rank high in the Thorndike rating. (See pp. 127 and 282.)
2. They average less than one new sight word a day.
3. Phonetics is so handled that sight words rapidly decrease.

8. Children need some training in phonetics in order to attack new words independently. Word study should anticipate verbal difficulties by presenting elements that help the child to "unlock" a new word himself.

It is now commonly recognized that phonics should be regarded as a "tool subject," not as an end in itself.

Phonics or word study should be given in a separate period from the reading lesson. To associate it with the reading lesson leads children to think that reading is "word calling" and often robs the reading lesson of the charm that it should have.

This course develops:

1. Vocabulary backgrounds for the children.
2. Ability to acquire a body of sight words quickly and accurately.
3. Ability to sound new phonetic words without assistance.
4. Ability to spell phonetic words easily.

9. No course in reading is complete with a basal book alone. These readers, therefore, are buttressed by the strongest pillars in child literature — Mother Goose, Robert Louis Stevenson, Christina G. Rossetti, Celia Thaxter, Henry Wadsworth Longfellow, Lucy Larcom, Alice and Phoebe Cary, and Frank Dempster Sherman, together with first-hand acquaintance with appropriate first-grade books.

The children are trained:

1. To have a fund of well-known poems memorized.
2. To have a rich allotment of other children's poems.
3. To appreciate good stories and to be able to retell them.

10. Individual differences should be taken into consideration. This is advisable in order to relieve the super child of unnecessary drill and release him for more stimulating work, and to give the poor or medium child the attention that he deserves.

Abundant correlated and supplementary suggestions are furnished in recognition of the individual differences always found in teachers and in communities. This course presents something for each type of teacher, class, or situation.

Individual differences in children are taken account of daily in the Drill periods. The teacher should plan her program so that she has a five- to ten-minute period for silent reading drills each day.

1. The best all-round pupils may be released daily from further drill which the medium and poor pupils receive.

2. The medium pupils may be released from still further drill which the poor children need.

The Group System should be used in dealing with large classes.

11. **Reading is fundamental in the primary child's day.** For this reason many teachers so relate their reading to free-time activities that there is mutual benefit. This course presents:

1. A number of projects allied to reading.
2. Definite occupation work, whereby the teacher's labor is greatly minimized in planning free-time activities.
3. Seat work of decided educational value.

II. BIBLIOGRAPHY OF METHODS

Teachers of primary reading will find the following books suggestive:

A. READING METHODS, ETC.

Pennell and **Cusack**: *How to Teach Reading.* Houghton Mifflin Company.
Stone: *Silent and Oral Reading.* Houghton Mifflin Company.
Huey: *Psychology and Pedagogy of Reading.* Macmillan.
Klapper: *Teaching Children to Read.* Appleton.
Briggs and **Coffman**: *How to Teach Reading.* Row Peterson Company.
Brown: *Method in Reading.* Journal of Educational Research, June, 1920.
Buswell: *Fundamental Reading Habits.* University of Chicago.
Gray: *Remedial Cases in Reading. Diagnosis and Treatment.* Chicago University.
Judd: *Reading: Its Nature and Development.* Chicago University. (Out of print.)
Judd and **Buswell**: *Silent Reading. A Study of Various Types.* Chicago University.
Parker: *How to Teach Beginning Reading.* University of Chicago.
Cleveland Survey: **Judd**: *Measuring the Work of the Public Schools.*
Haliburton and **Smith**: *Teaching Poetry in the Grades.* Houghton Mifflin Company.
Eighteenth Yearbook. Gray: *Principles of Method in Teaching Reading.* Public School Publishing Company.
Sixteenth Yearbook. Part I. Gray: *Silent Reading.*
Gray, C. T.: *Deficiencies in Reading Ability.* D. C. Heath & Company.
Jenkins: *Reading in the Primary Grades.* Houghton Mifflin Company.
Jenkins: *How to Teach the Riverside Readers.* Houghton Mifflin Company.
Hall: *How to Teach Reading.* D. C. Heath & Co.
Sawyer: *Five Messages to Teachers of Primary Reading.* Rand McNally.
Cox: *Literature in the Common School.* Little, Brown & Co.
Colby: *Literature and Life in School.* Houghton Mifflin Company.
Earhart: *Teaching Children to Study.* Houghton Mifflin Company.
Wheat: *The Teaching of Reading.* Ginn.
MacClintock: *Literature in the Elementary School.* University of Chicago.
Hosic: *The Elementary School Course in English.* University of Chicago.
McMurry, C. A.: *Special Method in Primary Reading.* Macmillan.
The Baltimore County Course of Study. Warwick and York.
O'Brien: *Silent Reading.* Macmillan.
Smith, W. A.: *The Reading Process.* Macmillan.

Gesell: *The Normal Child and Primary Education.* Ginn & Co.
Hall and **Hall:** *The Question as a Factor in Teaching.* Houghton Mifflin Company.
McMurry: *Special Method in Reading.* Public School Publishing Company.
Teaching of Reading. State of New Jersey.
Twentieth Yearbook. Part II. *Silent Reading.* (Section 2, **Courtis,** etc.; Section 1, **Theisen, Burgess.**) Public School Publishing Company.
St. Louis School Survey. Vol. II, part 4 (W. S. Gray).
Fourteenth Yearbook. Courtis: Public School Publishing Company.
Spaulding: *Measuring Textbooks.* Newson and Company.

B. TEACHERS — GENERAL

Palmer: *Self-Cultivation in English.* Houghton Mifflin Company.
Adler: *Moral Instruction of Children.* Appleton.
Dewey: *How We Think.* D. C. Heath & Company.
Wilson and **Wilson:** *The Motivation of School Work.* Houghton Mifflin Company.
Freeman: *Psychology of the Common Branches.* Houghton Mifflin Company.
Corson: *Aims of Literary Study.* Macmillan.
McMurry: *How to Study.* Houghton Mifflin Company.
McMurry: *Elementary School Standards.* World Book Company, N.Y.
Thorndike: *Educational Psychology* (vol. 2, Psychology of Learning). Teachers College, N.Y.
Crothers: *The Gentle Reader.* Houghton Mifflin Company.
Charters: *Teaching the Common Branches.* Houghton Mifflin Company.
Cabot: *Ethics for Children.* Houghton Mifflin Company.
Cabot: *A Course in Citizenship.* Houghton Mifflin Company.
Dewey: *Interest and Effort in Education.* Houghton Mifflin Company.
Hunt: *What Shall We Read to the Children?* Houghton Mifflin Company.
Moses: *Children's Books and Reading.* Mitchell Kennerley.
Olcott: *The Children's Reading.* Houghton Mifflin Company.
James: *Talks to Teachers.* Holt.
Kendall and **Mirick:** *How to Teach the Fundamental Subjects.* Houghton Mifflin Co.
The Elementary School Journal. University of Chicago.
Teachers College Record. Columbia University.

III. SILENT READING

How silent reading differs from oral reading.

1. Silent reading is *getting* the thought from the printed page; oral reading is *giving* the thought from the printed page. Oral reading is always preceded by an instantaneous exercise of silent reading, whereby the reader gets the thought.

2. Silent reading is a comparatively simple process consisting of a number of eye sweeps across the page; oral reading, on the other hand, is a complex process, consisting of a combination of eye sweeps with their mental interpretation, and of vocal utterance.

3. In silent reading it is the meaning of words in context that counts most, if the reader is to grasp the thought; in oral reading, it is possible for a child to read fluently and yet not to grasp the meanings of some of the words read and therefore not to have the full thought of the passage.

4. As children grow older they read more lines a minute silently than they do orally. This difference is accounted for by the fact that the eye-movements are not so limited in speed as are the vocal movements. One can read aloud only as fast as the tongue and lips can manage the words. Therefore, on account of this fact that the rate of oral reading is more or less controlled by the vocal organs, oral reading is somewhat standardized.

5. Children do not differ so widely in their speed in oral reading; but there is a wide range possible in speed in silent reading, and primary children should have the benefit of the kind of training that develops speed, or rate, in silent reading.

6. It is generally conceded that older children usually get the thought better by reading silently. Any teacher of experience knows that frequently children are guilty of reading aloud "mere words."

Some conclusions in regard to silent reading. The following conclusions are accepted by experts:

1. A good rate of silent reading tends towards general efficiency in school work.

2. With older children the fastest silent readers usually make the best readers. Therefore, if you develop reasonable speed, you tend to improve the quality of the child's reading.

3. *Excessive* drill in oral reading checks speed in silent reading.

4. A child's ability in silent reading differs according to the thing read. Easy narrative and arithmetic problems present different difficulties in silent reading. The child should attain skill in reading not only easy narrative but also more difficult textbook prose.

5. Assignments should take into consideration the fact that textbook silent reading is more difficult than ordinary selections in a Reader. Therefore the teacher should train the children how to study a paragraph in a textbook. In this course definite drills are given in study reading, so that at the end of the third year a child can read his fourth-grade textbooks with intelligence and pleasure.

Good habits in silent reading. The following are detrimental to forming good habits in silent reading. The teacher should note which pupils have these faults and plan to eradicate them.

1. Children make lip movements in reading silently, thus checking speed. The teacher should impress on such a reader that he is to "read rapidly

with the eyes and not at all with the lips," for as long as he reads with his lips he cannot be a fast silent reader.

2. Children point with their fingers when they read, thus preventing themselves from grasping word groups quickly in their entirety. The teacher should emphasize the fact that a good reader "picks up the words with the eyes, not with the fingers," for the finger-pointing way takes too long.

3. Children make too many eye-movements in reading a line, thus not training themselves in grasping groups of words, or phrases. The teacher should use cards in "flash drills" to help the children grasp the entire thought at one glance.

4. Children read their own ideas into a selection, thus distorting the author's meaning. Frequently, words that are over-potent catch the child's eye and lead his mind off on a tangent.

5. Children often fail to grasp shades of meaning because those little words that we might call "under-potent" words — as conjunctions and prepositions — fail to bring out their relationship in the thought. The teacher should devise drills to bring out the meanings of these words.

6. Children sometimes fail to read satisfactorily for physical reasons. When a teacher suspects that there is a physical defect in a child's eyes, she should insist upon a proper examination.

Selections for training in more difficult silent reading. The following selections offer definite training in the more difficult types of silent reading. Daily five- and ten-minute drills are furnished in connection with the regular basal lessons, but given at a different time.

SECOND READER

Note: The page in the Manual is given.

Doing Three Things, p. 18.
Fox and Stork, p. 22.
The Reason Why, p. 25.
Farmer and Stork, p. 26.
Bundle of Sticks, p. 36.
Signs and Signals, p. 39.
Wiggle Tad, p. 40.
Fox and Well, p. 51.
Tell the Right Word, p. 52.
Christmas Puzzle Game, p. 54.
Boys and Frogs, p. 63.
Fox and Crow, p. 65.
Find What is Wrong, p. 66.
Boy and Wolf, p. 67.
Fox and Crab, p. 77.
Do What You Read, p. 78.
Things to Make, p. 79.
Ant and Grasshopper, p. 91.
Who, When, What, p. 91.
Peter Rabbit goes for Berries, p. 99.
Doing Three Things, p. 100.
Crow and Pitcher, p. 110.
Who, When, What, p. 112.
Hidden Word Game, p. 113.
Months and Days, p. 122.
Morning Star, p. 123.

THIRD READER

Hare and Tortoise, p. 138.
Things to do this Fall, p. 140.
Spotty, p. 143.
Who, When, What, p. 159.
The Secret, p. 159.
Things to do this Winter, p. 174.
Who, When, What, Where, p. 177.
Snap Shots of Birds, p. 181.
Who, Where, What, How, p. 198.
Following Directions, p. 200.
Snap Shots around the World, p. 201.
Cheeko, p. 202.
Using the Telephone, p. 215.
Sugar, p. 218.
Safety First, p. 220.
Things to do this Spring, p. 232.
Who, When, What, How, Where, p. 236.
A Trip to Bookland, p. 239.
Uses of Iron, p. 254.
Hidden Word Games, p. 255.
Milk, p. 256.
The Clever Kid, p. 271.
Things to do this Summer, p. 273.
A Trip to the Woods, p. 274.

Note: In addition there are innumerable silent reading exercises in connection with stories and poems.

Ways to secure improvement in silent reading. Throughout the Manual there are numerous devices and suggestions for improving silent reading. To read a paragraph and then be able to tell the gist of it in a few words is an ability well worth cultivating. In exercising the children in this power have them all read together silently the sections as they come, one by one, and as soon as each is through reading the section (numbered before the paragraphs), let him close his book and think how he would sum up what he has read. Call for suggestions for each section and then by selecting the best build up an outline on the blackboard. (3d grade.)

Guided silent reading draws the child's attention to something besides the mere story. Throughout these Readers questions in the Introductions (in Manual) motivate the silent reading.

In the St. Paul Survey the following procedures are suggested:

Procedure 1

"(*a*) Study or silent reading. This precedes the recitation period. Thought-provoking questions are given by the teacher, and the pupils must glance through the text for the answers. Interpretation is the basal idea." (Specially for Third Grade.)

"(*b*) Recitation period. This is a discussion period which tests what was done in the study period. Misconceptions are cleared up and new ideas developed."

Procedure 2

"(*a*) Study or silent reading. Same as 1 (*a*)."

"(*b*) Recitation period. All books are closed except that of the pupil called on to read. The reading is followed by a class criticism, the standards for criticism being definitely known by each child." (2–3)

Procedure 3

"(*a*) Study or silent reading. Each child reads a different book or story and prepares to read to the class the most interesting incident in his story. He must be able to give a brief synopsis of the events preceding and succeeding his chosen incident." (Opportunity for oral language work, too.)

Note: This can be made very interesting by having the children have a "home book," and assume the responsibility of preparing a story to tell to the class.

"(*b*) Recitation period. One child at a time reads. The class criticizes and discusses." (There should be a card catalogue of all the stories read and of all the books handled.)

Other procedures are suggested throughout the Manual.

Incidental reading. There are frequent opportunities during the day to use the blackboard to convey ideas or directions to a class.

The teacher can convey directions to the children through blackboard reading; as, "Come to the class" or "Go to your seats."

To make this incidental reading most effective, observe the following:

1. The children should be eager to know what you write on the board.
2. You should help them to find out.
3. The reading matter should be written freshly before the children's eyes.
4. You should have a bulletin board.

(*a*) Select a portion of the blackboard that can be spared and make it a spot of great interest with a different sentence there each day and a changing picture exhibit.
(*b*) Collect pictures illustrating difficult words to be taught with words written under the pictures.
(*c*) Write committees' names there. Commend class achievements. Honor individual achievements.
(*d*) Use "What is on the bulletin board?" as a reading sentence put on the other part of the blackboard.
(*e*) Allow a committee of children from the class to have charge of the subject-matter on the board with the teacher as a guide.
(*f*) Put references to interesting stories or rhymes there.

Silent reading seat work periods. Much of the seat work in the past has been motivated and interesting, and it has kept the child busy. But it has frequently been remote from the dominant idea of the daily reading lesson. This course utilizes a seat work period daily for interpretation of silent reading.

Ex-President Eliot of Harvard long ago pointed out that one of the crying needs in our educational system was to overcome the slovenly, inaccurate habits shown in reading, speaking, writing, and thinking. He has made a strong appeal for accuracy. These silent reading directions for

seat work periods are definitely planned to develop careful thinking and accurate doing. They are frequently applied to words and thus serve a double purpose: they are such carefully applied silent reading that (1) they engender habits of careful study, and (2) they furnish the child with a rapidly expanding background of comprehended vocabulary.

In the Third Reader definite Seat Work Silent Reading Problems are furnished with each group of selections.

IV. DIAGNOSTIC TESTS

Tests and drills. See page 295 for the actual tests.

Says Courtis in the Fourteenth Yearbook of the Society for the Study of Education:

> Only as standard practice tests are devised which will enable the teacher to handle a group of children, yet let each child grow in his own way and progress at his own rate, can the teaching of reading be made much more efficient than it is at present.

Value and purpose. No argument need be presented in favor of the scientific test. It has come to stay. But an argument needs to be presented against the half use of the scientific test. In other words, giving a test and stopping with the mere giving is futile. The test of greatest value is the one that serves diagnostic purposes and is combined with appropriate drills.

Forty-eight diagnostic tests [1] are given in this two-year course. These tests serve five purposes:

1. They apply the Intelligence Testing idea to second and third grade work.
2. They furnish a tangible basis (a diagnosis) for dividing a class into superior and inferior groups or for checking up on a permanent division of a large class.
3. They give such frequent opportunity for "checking up" and for regrouping, that the teacher can more readily detect *where* inferior pupils are weak and center on correcting those weaknesses.
4. They release the superior group from unnecessary drill and give them opportunity to progress at "their own gait."
5. They save the teacher's time and patience, as well as the children's.

[1] Furnished, in inexpensive form, by the publishers.

How used. The diagnostic tests consist of sheets of paper 9″ × 11½″ in size, on which are silent reading directions.

By use of the hectograph a teacher's sample sheet can be made as useful as a full set ordered for the children. She does not even need to have the sample sheet because each diagnostic test is pictured in the Manual on pages 295 to 337. Tests may be copied on the board and covered.

The teacher has the children write their names on the papers, so that she can glance through the papers at her leisure or check right in class on each paper the parts that are wrong. Thus she gets for the individual child a record of success or failure and the exact spot of weakness.

These sheets should be preserved as the reading record of each child, for they furnish an excellent summary of his reading work of the year. They could be sent on to the next teacher with great profit to the class and a saving of time for her. They should not be destroyed nor taken home. They should be regarded as official. The other seat work may frequently be taken home to show parents.

The follow-up work consists (*1*) in regrouping a class to suit changing needs revealed by the tests, and (*2*) giving to different children the kind of drill most needed. The play spirit is injected into this work in such a way that it offers a great incentive to children to want to learn to read better.

Subjects of the tests. There are 24 tests for each year. They test three things:

1. Basal vocabulary.
2. Words in context.
3. Thinking power.

The silent reading exercises on the sheets furnish a fascinating test of the child's developing thinking power and of his ability to interpret words in relation to one another. They are a series of progressive exercises in thinking.

See page 287 for complete text of the tests and directions.

SECOND READER TESTS[1]

No.	*Title*
31.	Following directions, p. 295.
32.	*a.* Rate: "The Farmer and the Stork," p. 26. *b.* Comprehension, p. 296.
33.	Reasoning, p. 297.
34.	Rate and comprehension, p. 298.
35.	Verbal appreciation, p. 299.
36.	Questions and answers, p. 300.
37.	*a.* Rate: "Christmas Puzzle Game," p. 54. *b.* Classifying words, p. 301.
38.	Words meaning opposite, p. 302.

[1] In the above tests, pages refer to Manual, except where titles are given (Reader page).

39. a. Rate: "The Boy and the Wolf," p. 67.
    b. Comprehension, p. 303.
40. Verbal appreciation, p. 304.
41. Thinking; ideas in order, p. 305.
42. Following directions, p. 306.
43. Following directions, p. 307.
44. Verbal appreciation, p. 308.
45. Speed and comprehension, p. 309.
46. Thought elements, p. 310.
47. Following directions, p. 311.
48. Word recognition, p. 312.
49. Thought elements, p. 313.
50. a. Rate: "Morning Star," p. 123.
    b. Comprehension, p. 314.

THIRD READER TESTS[1]

No.	*Title*
51.	a. Rate: "Spotty Coon," p. 143. b. Comprehension, p. 318.
52.	Understanding words in context, p. 319.
53.	Rate and comprehension, p. 320.
54.	Thought elements: who, when, what, p. 321.
55.	A study test, p. 322.
56.	Thought elements, p. 323.
57.	A study test, p. 324.
58.	Verbal appreciation, p. 325.
59.	Thought elements, p. 326.
60.	a. Rate: "Cheeko," p. 202. b. Comprehension, p. 327.
61.	Comprehension, p. 328.
62.	A study test, p. 329.
63.	Main ideas; details, p. 330.
64.	Visualization, p. 331.
65.	Rate and comprehension, p. 332.
66.	A study test, p. 333.
67.	Vocabulary test; classifying, p. 334.
68.	a. "Milk," p. 220. b. A study test, p. 335.
69.	Verbal appreciation, p. 336.
70.	a. Rate: "Trip to the Woods," p. 242. b. Comprehension, outlining, p. 337.

What we can learn from a test. A great range of individual variation at the end of a year would be a sign of inefficient teaching, because it would show that the teacher did not correct the deficiencies in the class. At the beginning of the year, however, it would serve to diagnose the weaknesses of the class.

A test shows who need the drill work, and therefore limits drill for a definite purpose. When a pupil is up to the standard there is no reason for requiring this drill work of him; the time should be put on something more valuable for him. Concentrate on the ones who need the drill. The tests will show you which pupils need to work for speed; and which need training in grasping the content (or ideas), because they are superficial readers. If a child reads fast at the sacrifice of ideas, he must be "slowed up" and by questioning be taught to get the ideas.

Intelligent use of tests will usually break a class into three groups: (1) readers whose rate of reading is too slow; (2) superficial readers who need training in digging out the thought; and (3) normal readers, who may be

[1] In the above tests, pages refer to Manual, except where titles are given (Reader page).

excused from some extra drills and privileged to take up profitable and enjoyable outside reading.

This last group should be made the nucleus of a classroom Reading Club, to which those in the other groups are eligible as soon as they come up to the standard.

If the score is low on the content side and high in rate, it means that the reader is reading too fast to get the sense. Now is the time to begin weeding out the very slow readers and grouping them for special training. A few minutes may be taken from the reading class to give intensive drills in speed or in getting the full meanings of passages. When the child brings his speed, or rate, up to normal, he should be excused and put on his mettle to keep up to the standard.

Special groups that are drilling for speed or content should be put through five-minute drills daily and a close watch kept on their improvement. Great zeal may be developed, if the teacher is wise enough to take the children into her confidence and let them know what they are trying to do. A boy can be made to see, therefore, in concrete terms, that the careful discussion of short passages is improving his ability to grasp the thought, for his improvement in scores shows that his superficiality in reading is giving way to thoughtfulness, even if the reading is a little slower.

Some time during the year, preferably at the beginning, it is well to have a several weeks' campaign on speed and content drills to arouse the class thoroughly to the work ahead of them.

Appealing to class pride. The children will be interested in checking up their own scores to see how they are improving. Urge them to "beat" their own records. Where deemed wise to stimulate effort class scores should be placed in a prominent position in the classroom.

V. BIBLIOGRAPHY OF SCIENTIFIC TESTS

Monroe, De Voss, and Kelly: *Educational Tests and Measurements.* Houghton Mifflin Company.

Terman: *The Intelligence of School Children.* Houghton Mifflin Company.

Terman: *The Measurement of Intelligence.* Houghton Mifflin Company.

Brooks: *Improving Schools by Standardized Tests.* Houghton Mifflin Company.

Hines: *A Guide to Educational Measurements.* Houghton Mifflin Company.

Zirbes: "Diagnostic Measurement as a Basis for Procedure," *Elementary School Journal,* March, 1918.

Seventeenth Yearbook. Part II. *Measuring Educational Products.* **(Thorndike, Monroe, Courtis).**

Nineteenth Yearbook. Part II. *Gifted Children.* Public School Publishing Company.

A list of reading tests. The following reading tests are purchasable and have been used with good effect to test the work of a school:

Brown's Silent Reading Tests. Speed and content of silent reading. Address H. A. Brown, State Normal School, Oshkosh, Wisconsin.

Burgess's Scale for Measuring Ability in Silent Reading. Russell Sage Foundation, New York City.

Courtis's Reading Tests. Speed and content of silent reading. Address Courtis Standard Research Tests, 82 Eliot Street, Detroit, Michigan.

Fordyce's A Scale for Measuring Achievements in Reading. Speed and content of silent reading. Test 1 for grades III–V, and Test 2 for grades VI–IX. Address the University Publishing Company, Chicago, Ill.

Gray's Reading Tests. Oral Reading. Grades 1–3. Public School Publishing Company, Bloomington, Ill. Sample set, 6 cts.

Haggerty's Reading Examination, Sigma I, grades 1–3. World Book Co., Yonkers, N.Y. Sample set, 50 cts.

The Kansas Silent Reading Test. Test 1 for grades III–V; Test 2 for grades VI–VIII. Address Bureau of Educational Measurements and Standards, Kansas State Normal School, Emporia, Kansas.

Monroe's Standardized Silent Reading Test. Revised. Modified form of Kansas Silent Reading Tests. Test 1 for grades III–V. Public School Publishing Company, Bloomington, Ill. Sample Set, 10 cts.

Pressey's First Grade Reading Vocabulary Test. O. R. Chambers, 215 East Third St., Bloomington, Ill.

Starch's Silent Reading Test. A test for each grade, two sheets for each pupil. Address University Supply Association, Madison, Wisconsin.

Thorndike's Improved Scales for Word Knowledge and Visual Vocabulary, Scale A 2 and Scale B. Test of ability to recognize meanings of words. Four sheets. Address Bureau of Publications, Teachers College, Columbia University, New York City.

Thorndike's Improved Scale for Measuring the Understanding of Sentences, Scale Alpha 2. Test of grasp of content. Part I, grades III–V; part II, grades VI–high school. Address Bureau of Publications, Teachers College, Columbia University, New York City.

Bibliography of Tests. World Book Company, Yonkers, N.Y.

VI. ORAL READING

Objects of oral reading. What is the value of oral reading out of school? It is:

1. To give pleasure to others. To develop facility in such reading there should be some sight reading of easy material, practice in reading specially prepared stories or poems, and much dramatization.

2. To give information to others. To train pupils in this phase have practice in supplementary reading of more serious material.

3. For the joy of expression. Lead children to enjoy reading aloud to themselves certain jingles and poems to bring out the rhythm.

What makes good oral reading? In the Bible, in the Book of Nehemiah, is given the recipe for good reading: "They read in the Book, in the law of God *distinctly*, and *gave the sense*, and *caused them to understand the reading.*" It is not enough merely to read words correctly; the good reader does more than this, — he carries over to the audience the author's meaning.

It is generally conceded that much oral reading without motivation is usually ineffective. A short period of well motivated oral reading will do more to improve the oral reading of individuals than the old-fashioned droning over paragraph after paragraph of a selection, with the youngsters' eyes all glued (!) on the same page that some child is murdering. In this Manual ways and means of motivating oral reading are suggested. (See "Ways to Enliven the Class Period," page xxx.)

Oral reading suggestions. There should be special drills to secure clear enunciation, or to break up the habit of reading in a monotone. A picture of a spirited horse could have printed below it, for instance, the caption "Could you ever ride on a horse like this!" and pupils could practice emphasizing different words in the phrase *to bring out different meanings.* Frequently pictures may be cut from advertisements (for instance, for a cereal) and underneath written the question, — "What did you eat today?" for such practice.

Do not make the mistake of dissecting a story too much. Aim to bring out the desired emotional quality and don't spoil interest. Develop constructive criticism by questions that make the children put themselves in the places of speakers in the story.

In third grade there should be sight reading of short items — current events, for instance — to train pupils in impromptu reading.

The drills in technique should usually be in separate periods; otherwise values may be lost by centering too much on technical points.

At a Story Party the class should listen with their books closed. In that way they become a real audience. Sometimes it is a good plan to let the reader designate the next pupil to read. Sometimes let the class vote for the best readers. Let pupils choose their favorite stanzas or paragraphs.

Good habits in oral reading. There are four elements involved in good oral reading:

(1) the expression, or author's meaning

(2) the rate of reading

(3) the proper use of vocal organs, enunciation

(4) the accurate pronunciation of words as given

Composition books offer a number of drills for developing flexibility of vocal organs. Tongue twisters are good to loosen up the lips and tongue. The alert teacher will be on the lookout for such drills to use for one-minute work.

A child that reads aloud too slowly is a painful person to listen to. He needs to be "speeded up" in rate of reading by special drills as much as does the slow reader in silent reading. The too-fast reader needs "to be slowed down."

Careful motivated practice in reading short passages will be the best way to help the child to cure these bad habits. To allow a child to inflict gross reading of a long paragraph on a class is setting a poor standard of reading for the class. We teach our young teachers not to hold up wrong standards; we should be just as careful not to allow the wrong kind of reading to be presented as unconscious models. Preliminary pronunciation of strange or very difficult words is preferable to allowing the child to flounder about in reading them later.

The following mistakes are frequently made in oral reading:

1. Gross mispronunciations of well-known words.
2. Mispronunciation of new words or of words that are hard to pronounce.
3. Minor mispronunciations: part of a word, accent, syllabication, or omission of a syllable.
4. Omission of words.
5. Insertion of words.
6. Repetition of words or groups of words.
7. Substitution of one word or group of words for another.

Motivating the listening. In a dozen ways a class may be guided to motivate their listening to something that is read to them. They may be urged to listen well to see who can find pictures. They may listen for lines that they like. They may listen in order to repeat a certain part for the class to hear. Or they may listen for the answer to a question. The resourceful teacher sets the children *listening for definite things.*

Very frequently a keener appreciation of a short poem can be aroused if the listeners close their eyes and concentrate on hearing the poem. This is a device that has been used with success by some of the best teachers. Distraction through the eye is at a minimum. Hearing is intensified. In "Golden-rod," on page 46 of the Second Reader, for instance, the lovely little picture, lodged in this poem like a precious gem in a setting, paints itself before the pupil with greater clearness and color.

Developing power to visualize. A story is a series of scenes. The teacher must have a clear conception of these before she can lead the children to visualize them. If a selection is read aloud, the logical divisions should be observed. The parrot-like plan of having different pupils stand up to read successive paragraphs is enough to "kill" real appreciation of any story. Some paragraphs are so intimately connected that it is almost desecration to have them read separately. Even a change in voice breaks the spell, to say nothing of destroying the visualization.

How illogical we are! We aim to develop keen visualization, yet often we use methods that destroy the effect we theoretically aim to produce.

The teacher should try to preserve a fresh attitude toward selections, so that she herself can build up the scenes as a child with vivid imagination will do.

The appeal of poetry: the teacher's reading. Most poetry should come first to the class through the ear, and the poem should usually be read aloud with expression by the teacher. The first reading should have all the appeal possible.

Are you training yourself to become an expert reader? Whenever you wish to present a selection to the class by reading it yourself, you should take pains to familiarize yourself with it, so that you will read with assurance and expression. The teacher is the class model. A poor teacher-reader cannot make good pupil-readers. When the teacher reads, books should be closed, and the class should be prepared to enjoy the reading.

VII. WAYS TO ENLIVEN THE READING PERIOD

(a) Story Parties, or Program Periods

Story Parties as a socializing factor. In our reading we should not forget the value of timeliness in creating a real situation. Every opportunity that the school year offers for utilizing a holiday in some natural way should be welcomed. A selection dealing with snow scenes should be read in the winter so that the element of timeliness may add to the interest.

"I'm going to speak a piece on Friday," said one little third-grader to his mother. "We have a Flag Day program, and you're invited."

Whenever a holiday approaches, a period may be devoted to a class program in honor of it. Class work should be planned to contribute to the program. The fact that a selection is to be used for entertainment purposes — like real life — furnishes a keen motive for effort.

To make these class entertainments of most value, a majority of the class should participate. Do not allow a pupil to render the same selection

repeatedly; for the idea of the program is to develop his appreciation of a range of selections.

The lure of the real. The spur of the program lies in the fact that the class becomes a *real* audience. Various ways to intensify this reality are as follows: Exchange programs may be arranged between two classes; several other pupils may be invited to be present; several mothers may be invited to hear the class program during the reading period; two classes may combine on a program; a class may contribute to a school program or assembly.

The simplest and easiest form is to have the class entertain itself.

Simple exercises like these require no outside coaching, for all the material has been previously used in the reading lessons. Each teacher should work out her own scheme; but by all means use the entertainment idea in some form, for it vitalizes the work in reading as few other things do.

Programs in the Manual. In the Manual, programs are given on the following pages:

Second Reader

p. 26	p. 55	p. 80	p. 113
p. 40	p. 68	p. 101	p. 124

Third Reader

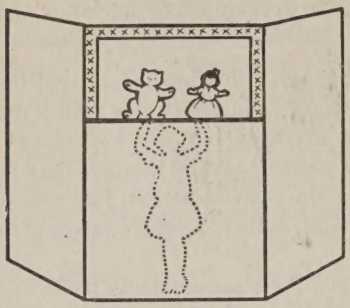
p. 144	p. 183	p. 220	p. 256
p. 159	p. 202	p. 239	p. 275

(b) Dramatization

"Make-Believe" as a vitalizer. Dramatization is a Good Fairy that waves a wand of interest over tedious school work and thus transforms it. Children love to "make-believe." Let them work out little plays themselves as much as possible. Stay in the background and guide them in self-expression. You remember what Touchstone said about Audrey — "a poor thing, but mine own!" How true that is of work done in the school!

Self-activity is better than activity imposed by the teacher. A crude little play is worth more in developing the children, if they do it themselves, than is a polished play dictated by the teacher, who thus gets the benefit of composing the dramatization.

The imaginative eye of childhood glories the most insignificant article or material. A chicken feather stuck in the hair transforms Jack into an Indian chief, or Jill into a squaw. The great outdoors can furnish in cornstalk, autumn leaf, and budding blossom a changing setting for the classroom.



impromptu fashion (Manual).

A home-made theater. Great fun can be injected into dialogue work by constructing a theater out of a screen, and using it as the Punch and Judy shows suggest.

Dramatic exercises. In the Readers the following are furnished: (*1*) nine *Say and Do* dramatic arrangements in the Second Reader; (*2*) two plays in the Third Reader; and (*3*) numerous opportunities to play the stories in

Say and Do (Second Reader)

The Fox and the Stork, pp. 20–21.
The Bundle of Sticks, p. 45.
The Fox and the Well, p. 75.
The Boys and the Frogs, pp. 92–93.
The Fox and the Crow, p. 107.
The Fox and the Crab, p. 129.
The Ant and the Grasshopper, p. 147.
The Crow and the Pitcher, p. 191.

Plays (Third Reader)

The Hare and the Tortoise, pp. 18–19.
The Clever Kid, pp. 234–235.

Stories for Impromptu Dramatizing

Second Reader

Sunny Boy, pp. 1–12.
How the Indians got Fire, pp. 26–41.
The Three-Legged Stool, pp. 53–72.
Grandfather Bear and Sly Fox, pp. 83–90.
The Fox, Hen, and Rooster, pp. 94–103.
Who was the Strongest? pp. 112–124.
Peter Rabbit, pp. 151–163.
Molly's Ten Cents, pp. 172–183.
Morning Star, pp. 210–211.

Third Reader

The Gradual Fairy, pp. 1–16.
The Enchanted Horse, pp. 48–67.
The Magical Whistles, pp. 74–94.
The Bear, the Wolf, and the Wrens, pp. 162–171.

(c) **Projects.** See page xl.

(d) **Song games, poems, stories.** See p. xlv.

(e) **A Reading Club.** See p. xlvi.

VIII. STEPS IN METHOD

A composite methodology. There is no one perfect method. Teachers will always need to adjust methods to the varying conditions of classes. This course aims to present such an abundance of suggestions, however, that there will be not only a large basal minimum, suitable for all classes,

but a large out-lying field of suggestions from which rural teachers, teachers of large city classes, advanced model school teachers — *any* teacher — can find inspiration and help.

The course presents a composite methodology, based on the better features of the work of successful and experienced teachers and the latest investigations. It includes many devices applicable in presenting reading material to different types of children. It is not probable that all of these will have to be used every time.

Steps in method. Methods are often so rigidly adhered to by teachers that the individuality of teacher or child is not developed. For that reason we hesitate to lay down iron-clad procedures; but, in general, the following steps apply to the lessons:

I. Preparation of two kinds:

(*a*) Overcoming verbal difficulties. (Word Study period.)

See **Word Study** with each selection.

(*b*) An Introduction to build backgrounds to insure appreciation. (At the beginning of the New Reading period.) This preparation leads children up to the selection by means of conversation, etc. It comprises such means as:

1. Associating a story with the children's experiences or environment.
2. Anticipating some phase of the story in an introductory conversation.
3. Bringing a story up to date by reviewing the previous part.
4. Relating the story to some other which the children have read.
5. Raising a question which reading the selection will solve.

See **Introduction** with each selection.

II. Actual reading for the first time. (New Reading period.)

Children have a motive for reading: in silent reading, to find out; in oral reading, to play a game, to entertain, etc.

III. Immediate testing of the reading. (New Reading period.)

Having read the selection to find out something, they now re-read in numerous ways in order to have practice. Thought questions and organization questions constantly force the children to view ideas in relation to one another.

Special silent reading procedures are developed.

See **Thought questions, Organization, Drills.**

IV. A brief drill period of five to ten minutes daily for silent reading exercises.

See **Drills with Selections.**

V. A later practice period for speed and ease.

There should be much reading of easy material. After each group there are given abundant references for such supplementary reading. The children should have extended oral reviews in periodical Story Parties, when they entertain others.

Suggestions for carrying reading training into other activities (correlation), and a wealth of supplementary song games, Mother Goose rhymes, poems, and stories provide the teacher with strong helps in making reading (*1*) a worthwhile tool of use to the child in beginning his school work and (*2*) a magic key that unlocks for him the treasures of Book Land.

See **Correlation, Song games, Supplementary Reading,** etc.

Daily reading exercises. The following periods present a maximum from which schools should choose what is suitable for local conditions. Numbers 2, 3, and 4 are necessary to the course; the others are optional. Detailed suggestions for all of these periods are given in the Manual.

1. *Project, occupation, or free-time activities.* Optional.
2. *Word study and phonics* for word mastery and vocabulary building. Given for each selection.
3. *Basal reading lesson,* planned day by day in the Schedule of Basal Lessons given with each group.
4. *Brief daily silent reading drill period.* Definitely specified in Schedule of Basal Lessons.
5. *Practice period* for supplementary reading. Optional.
6. *Seat work period.* Optional.

IX. MECHANICS OF READING

Word Study Period

Acquiring a spoken vocabulary. Reading demands that children have a vocabulary background and that they should be able to think quickly of what words they have. For this reason special language work in the form of vocabulary games is incorporated in the course:

1. To help the child to get new words.
2. To train him to have these words readily at his command.
3. To train him to use these words with good enunciation and proper regard for meanings.

This vocabulary-building is necessary where foreign children predominate, since the teacher of foreign children has a double duty: first, to help the children to acquire an oral vocabulary whereby they can make themselves understood and, second, to teach them to read.

A quickened vocabulary has in innumerable instances led to better all-round work. Man cannot think without the cloth from which thought is cut. That "cloth" is words.

Mastering sight words. Until children are given the phonetic elements that "unlock" a new word they must learn a word as a sight word.

Words are remembered most easily, when associated with others in a sentence. Therefore "tie up" new words with interesting sentences. In blackboard writing a word should not be divided this way,

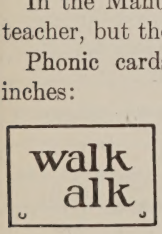
b oy

for that presents a different symbol from *boy* and confuses the child. By underlining with chalk or colored crayon you can emphasize the initial or phonogram; thus:

b<u>oy</u> <u>b</u>oy b<u>oy</u>

In the Manual words are frequently divided into syllables to aid the teacher, but they should not be presented in that form to the child.

Phonic cards for flash drills may be made from oak tag cut 4 × $7\frac{1}{2}$ inches:



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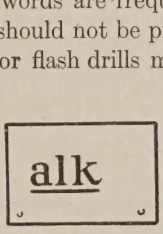

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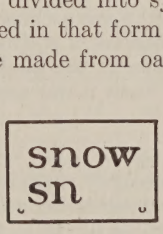

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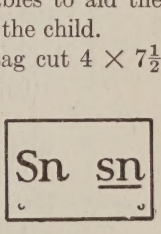


Back

Note: If holes are made, the teacher will find that the cards can be used more expeditiously: (*1*) to put on rings for rapid flash drills and (*2*) to show the blends of a number of phonograms and one initial (or vice versa), when these are fastened together in one hole with a clamp. To present a unified appearance the elements should be placed on the cards, so that they really join to form the word. They should be underlined for emphasis.

Thorndike rating. In "The Teacher's Word Book" Professor E. L. Thorndike records the 10,000 most used words in children's literature. He divides each thousand of the upper 5,000 words into *a* and *b* — *a* being the higher 500 words and *b* the lower 500 words. Thus *1a* means that a word was in the first 500 from the top; *2b*, in the fourth 500.

Professor Thorndike further differentiated the upper 500 by enumerating whether the word is in the upper hundred, etc., as *1a1*, in highest 100; *1a2*, in highest 200; *1a3*, in highest 300; *1a4*, in highest 400; *1a5*, in highest 500.

Developing range of vocabulary. It is the teacher's business to aid the child to learn new serviceable words as quickly as possible and in as many ways as possible. It must always be remembered, however, that when word work becomes a tiresome pursuit of definition or pronunciation the child becomes so disgusted with it that the exercise defeats its own end.

Inspire in your pupils a desire to possess a large number of words for daily use. With such a motive active in class work, talking about words ceases to be a bore, and becomes a means to a worthy end. The meanings of words should be applied to the context.

Using reason in word study. It is not necessary to know all the words of a selection in order to enjoy reading it. Why, sometimes it is a pleasure not to know what words mean! Let us not be too literal-minded! Those who try to pin Lewis Carroll down to the literal lose most of the fun and mystery and interest of his delightful verse. To analyze the following is folly:

> But while he was seeking with thimbles and care,
> A Bandersnatch swiftly drew nigh
> And grabbed at the Banker, who shrieked in despair
> For he knew it was useless to fly.
>
> *or*
>
> Without rest or pause — while those frumious jaws
> Went savagely snapping around —
> He skipped and he hopped, and he floundered and flopped, —
> Till fainting he fell to the ground.

Yet some teachers might search through Webster for a literal understanding of *Bandersnatch* and *frumious*. This is unintelligent word study, because the object of those two words is to give pleasure in the reading of the poem, not to add two standard words to the vocabulary of the reader.

Rapid expansion of reading vocabulary. The vocabulary in these readers is so planned that besides a large body of phonetic words (those based on principles or elements that the children have been taught), there are a great number of variants of Primer and First Reader words, and compounds of known words. These are to be utilized as the practice field in word recognition. The following chart shows the comparative smallness of the number of sight words and the surprising size of the total vocabulary (first year vocabulary omitted).

SECOND READER	Group I	Group II	Group III	Group IV	Group V	Group VI	Group VII	Group VIII	Totals
Sight words	17	21	15	16	6	19	14	4	**112**
Phonetic words	85	91	65	73	58	104	51	41	**568**
Variants of known words	45	52	46	54	60	82	44	29	**412**
Compounds of known words	4	5	3	4	3	26	11	5	**61**
Total for 2d year	151	169	129	147	127	231	120	79	**1153**
THIRD READER									
Sight words	8	10	23	7	8	10	10	4	**80**
Phonetic words	90	83	220	114	92	95	124	62	**880**
Variants of known words	69	68	140	83	67	79	127	85	**718**
Compounds of known words	12	20	35	19	16	15	21	18	**156**
Total for 3d year	179	181	418	223	183	199	282	169	**1834**

TOTAL TEACHING AND PRACTICE VOCABULARY FOR TWO YEARS

Sight words	192
Phonetic words	1448
Variants of known words	1129
Compounds of known words	217
	2986

X. BIBLIOGRAPHY OF WORD STUDY

Dougherty: *How to Teach Phonics.* Houghton Mifflin Company.
Thorndike: *The Teacher's Word Book.* Columbia University.
Akin: *Word Mastery.* Houghton Mifflin Company.
Sweet: *Primer of Phonetics.* (Oxford) Clarendon Press.
Scripture: *Stuttering and Lisping.* Macmillan.
Webster: *New International Dictionary.* Merriam.
Swift: *Speech Defects in School Children.* Houghton Mifflin Company.
O'Shea: *Linguistic Development.* Macmillan.

XI. A HOME-MADE EQUIPMENT

Word, Phonic, and Phrase Cards. Full directions for word, phonic, and phrase cards are given at the beginning of each group of selections.

See pages 127 and 282 for word lists.

Note: In holding cards for flash drills the teacher should take pains to see that she holds a card straight; holds it steadily; and holds it so that all the children can see it.

Home-made perception cards should be done in ink in preference to pencil because the latter is too faint. A lettering pen, one-eighth of an inch wide, can be purchased at a bookstore. A blunt pencil dipped in ink will serve the purpose if a lettering pen is not available.

A smooth strip of board (about 30″ × 6″ in size) painted black or with heavy paper painted black[1] tacked on it is a helpful device for the teacher in using the exercises in which different words are supplied in the blank. (See page 10.) She copies the phrase or sentence, allowing space for the word to be filled in; as,

She fills in the word and holds the strip up for the class to see:

Then the word *races* is erased and another substituted:

Thus flash cards can be easily changed without much time and labor. Some teachers find two boards each with a different exercise helpful, for they can alternate and show two in quick succession.

[1] Black cardboard, called "No. 4 ply Railroad board," size 22″ × 28″, may be purchased from Milton Bradley Company, Springfield, Mass., at a small cost.

Diagnostic tests.[1] The following tests may be hectographed or in some cases copied on the board and hidden by a shade until needed. If a test is of such nature that it could be copied on the board, the children would have to copy the words that give the answers instead of underlining them, as indicated on the test.

For lists of tests see pages xxiv and xxv.

For content of the tests, see the following pages:

Second Reader, pages 287–315.
Third Reader, pages 318–337.

Home-made "stories" or "poems" to increase the class library. If you do not have all the supplementary books you would like, you can make use of one book in such a way that its usefulness can be spread among a number of children. Cut the book apart and mount the separate selections, poems on one sheet.

Children love to read these little selections from the cards. They vie in reading them to each other. As a great privilege they may sometimes be allowed to take a "story" home.

A small printing press in a primary room becomes a fascinating object to the children. They can even create their own "books."

A use for discarded readers. Frequently teachers have an opportunity to get old or discarded readers. Do not spurn such books. There is usually something of value in them. Take such sheets out carefully by cutting the binding and not tearing the leaves.

Readable stories could be taken from such a book. Wrapping-paper covers may be made for them, stitched on the sewing machine, and bound with passepartout along the back. Passepartout is not necessary to preserve the book, but it adds much to the looks of the "book." If one story overlaps another, type the left-over part on a sheet of paper cut the size of the book and insert it at the end, or the beginning.

Usability of equipment. It is well to standardize the sizes of oak tag used for mounted selections because then they can be preserved or filed more satisfactorily.

They should be stowed away in your room at regular places and in regular envelopes, boxes, or home-made filing cases so that the children can take them out and put them back without your supervision.

After the work has started, committees of children can have charge and act as a "library committee."

Always remember that it is not the size of your equipment that counts, but the usability of it.

[1] The diagnostic tests are furnished by the publishers in inexpensive form.

XII. PROJECTS, OCCUPATIONS, HANDWORK, FREE-TIME ACTIVITIES

In arranging the activities throughout the Manual full advantage is taken of suggestions made in courses of study throughout the country.

SECOND READER

Group I

Making a weathercock, p. 14.
Making a Bumble-bee frieze, p. 14.
Making a Bird Shelter, p. 15.
Constructing a meadow scene on the sand-table, p. 18.
Moulding cows of clay, p. 18.
Painting a basket of flowers, p. 18.
Constructing a seashore scene on sand table, p. 21.
Making a Chinese pagoda, p. 21.
Constructing a desert scene (oasis) on sand table, p. 21.
Painting a picture of a ship, p. 21.
Painting a picture of fox and stork, p. 23.
Moulding jar and dish in clay, p. 23.
Having a Story Party, p. 26.

Group II

Making an Indian wigwam, p. 32.
Making paper doll Indians, p. 32.
Moulding animals of clay, p. 32.
Drawing pictures of bon-fire or house afire, p. 36.
Drawing to illustrate a fable, p. 38.
Drawing picture of goldenrod, p. 39.
Having a Story Party, p. 40.

Group III

Making paper pail and stool, p. 47.
Making a tray, p. 50.
Moulding tea-pot, pitcher, cup and saucer from clay, p. 50.
Painting Santa Claus, reindeer, and sleigh, p. 54.
Making a cardboard sleigh and cut-out reindeer, p. 54.
Having a Class Christmas tree, p. 54.
Picturing words, p. 55.
Having a Story Party, p. 55.

Group IV

Cutting silhouettes of trees, p. 62.
Drawing picture to illustrate story, p. 62.
Making stand-up cut-outs of Fox, Hen, and Rooster, p. 65.
Constructing a scene like fable on sand table, p. 68.
Having a Story Party, p. 68.

Group V

Making a clothes-pin doll, p. 74.
Making a Mr. Rabbit poster, p. 75.
Drawing pictures for riddles, p. 76.
Illustrating a fable, p. 77.
Making fairies of tissue paper, p. 78.
Making a Flower Frieze, p. 78.
Having a Story Party, p. 80.

Group VI

Planting peas, p. 87.
Raising seeds in damp cotton, p. 91.
Making stand-up Hen and Chicks, p. 93.
Making cut-outs of Mrs. Rabbit and four little rabbits, p. 95.
Constructing Peter Rabbit's home on sand table, p. 95.
Drawing picture of McGregor, p. 95.
Making stand-up cut-outs of characters in story, pp. 97, 98.
Drawing a scarecrow, p. 98.
Having a Peter Rabbit Party, p. 98.
Illustrating a poem, p. 99.
Having a Story Party, p. 101.

Group VII

Making paper dolls of girls, p. 108.
Making paper-doll cards of furniture, p. 109.
Moulding a pitcher of clay, p. 112.
Making a stand-up crow, p. 112.
Having a Story Party, p. 113.

Group VIII

Moulding Hiawatha's playmates in clay, p. 119.
Making an Indian cradle, p. 119.
Making an Indian wigwam and paper dolls of Hiawatha and Nokomis, p. 119.
Constructing Hiawatha's home on the sand-table, p. 119.
Having a Story Party, p. 124.

THIRD READER

Group I

Drawing and decorating porridge bowls, p. 136.
Moulding a clay bowl, p. 136.
Painting a picture of green goblin, pp. 136, 137.
Making stand-up pumpkins (or trees), p. 136.
Planting a tree, p. 138.
Constructing scene of fable on sand table, p. 139.
Drawing pictures of the Days, p. 140.
Having a Story Party, p. 144.

Group II

Making a log cabin, p. 154.
Making cut-outs of characters, p. 154.
Drawing a Ship Poster, p. 154.
Making cut-outs of Indian doll, dress, cradle, p. 127.
Constructing Indian village on sand table, p. 157.
Drawing pictures of Hiawatha's "brothers," p. 158.
Making an Indian doll and wigwam, p. 159.
Making dishes of clay, p. 159.
Having a Story Party, p. 159.

Group III

Drawing characters of story, p. 170.
Having a Story Party, p. 183.

Group IV

Making a Japanese screen, p. 194.
Making a Japanese doll, p. 194.
Making a vase of clay, p. 194.
Making a lantern, p. 194.
Constructing a Japanese garden on sand table, p. 195.
Making a pagoda, p. 195.
Moulding characters of story in clay, p. 195.
Painting pictures of Dutch Scene and characters, p. 199.
Drawing dogs in cart, p. 200.
Having a Story Party, p. 202.

Group V

Drawing and coloring a drum, p. 213.
Making animal silhouettes, p. 218.
Making a Safety Poster, p. 220.
Illustrating Safety Rules, p. 220.
Having a Story Party, p. 220.

Group VI

Illustrating the story, p. 231.
Making an aquarium, p. 234.
Putting up a Bird Box, p. 234.
Illustrating the story, p. 235.
Having a Story Party, p. 239.

Group VII

Drawing and coloring Imp, p. 250.
Illustrating jokes, p. 252.
Making a Robin Poster, p. 254.
Illustrating a poem, p. 255.
Having a Story Party, p. 256

Group VIII

Illustrating scene and characters, pp. 269, 270, 271.
Painting a brook scene, etc., p. 268.
Constructing a scene for fable on sand table, p. 272.
Moulding characters from clay, p. 272.
Making a tent for school yard, p. 274.
Having a Story Party, p. 275.

Patterns for hand work. To be made by the teacher or the children. Or suggestive for free-hand cutting.

Second Reader

Group I: bumble bee, dog, bowl, cow, fox, stork, low dish, jar, boy, birds in nest, Chinese pagoda, shovel, pail.

Group II: tent or tepee, Indian, firebrand, wolf, old woman, deer, bat, squirrel, Indian boy, car stop, tadpole, frog.

Group III: stool, pail, old man, old woman, snowbird, sleigh, reindeer, Santa Claus, toys.

Group IV: Bear, basket, apple, hornets' nest, sled, rooster, hen, fox, andirons, crow.

Group V: Mr. Rabbit, Mr. Thimblefinger, crab, crocus buds, rose, acorn, oakleaf.

Group VI: pea-pod, rake, hoe, ant, grasshopper, little chicks, Peter Rabbit, white cat, wheelbarrow, wooden shoe.

Group VII: doll, grab basket, trunk, screen, pitcher.

Group VIII: Hiawatha, cradle, beaver, owl, woodpecker, deer, squirrel.

Third Reader

Group I: bowls, goblin, pumpkin, tortoise, hare, spoon, dish, wash-tub, ironing-board, iron, broom, bell, coon, woodpecker.

Group II: ship, cabin, canoe, cradle, Indian, doll, duck, deer.

Group III: magic horse, owl, squirrel, blue jay, quail, Christmas tree, the little man (p. 84), iron pot, candle, wooden shoe, sparrow or robin.

Group IV: lantern, screen, vase, Japanese doll, pagoda, reindeer, sledge, dog cart, jungle, hut, Eskimo village.

Group V: drum, telephone, factory, railroad train, street car, automobile.

Group VI: animals, wren's nest, flowers, bird house, snail, fiddle, juniper tree.

Group VII: April Fool Imp, brownie, crone, sheep, vegetables, tools, typewriter, church, bridge, clock, watch, tulip, cow.

Group VIII: frog, tadpole, water lily and pad, wolf, kid, basket, tent, hammock, airplane.

XIII. BIBLIOGRAPHY OF THE PROJECT

The teacher will find the following helpful:

Moore, A. E.: "The Use of Children's Initiative in Beginning Reading." *Teachers College Record*, vol. 17, pp. 330–343.
Kilpatrick: "The Project Method." *Teachers College Record*, September, 1918.
Kilpatrick: Series of articles on project. *Journal of Educational Method.* University of Chicago Press.
Symposium on the Project. *Teachers College Record*, September, 1921.
Dewey: *Interest and Effort in Education.* Houghton Mifflin Company.
Stockton: *Project Work in Education.* Houghton Mifflin Company.
Reynolds: *Children's Activities.* Seattle Public Schools.
Hall: "Story of a Sand Pile." *Scribner's Monthly*, June, 1888.
Dobbs: *Primary Handwork.* Macmillan.
Seegmiller: *Primary Hand Work.* Atkinson, Mentzer & Co.
Russell and **Bonser:** *Industrial Education.* Teachers College, New York.
Finley: *Practical and Artistic Basketry.* Barnes.
Beard: *Little Folks' Handy Book.* Scribner.
Froelich and **Snow:** *Art Education.* Prang.
Beard: *Mother Nature's Toy Shop.* Scribner.
Sage and **Cooley:** *Occupations for Little Fingers.* Scribner.
Prang: *Text Book in Art Education.* Prang.
The Twentieth Yearbook, Part I. *New Materials of Instruction* (a description of projects used in schools). Public School Publishing Company.

XIV. CORRELATION WITH OTHER SUBJECTS

Reading fundamental. Reading is concerned with the thinking processes of the child, with the formation of proper habits, with the broadening of his experience. Many activities of the primary years can be so connected with reading that both they and the reading exercises gain in importance in the minds of the children.

Correlation with other work. In this course the following are interwoven with the selections. Definite suggestions are given at the end of each group of selections.

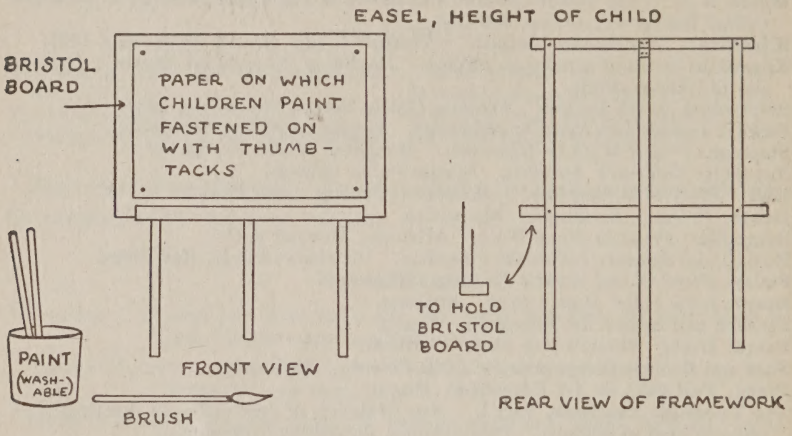
Conversation	Nature study	Music
Health lesson	History	Handwork
Language	Geography	Picture Study [1]
Penmanship	Dramatization	Collections
Incidental numbers	Pantomime	Games

[1] *Perry pictures.* The Perry Picture Company, Malden, Mass.

One cent size.	3″ × 3½″.	For 50 or more.
Two cent size.	5½″ × 8″.	For 25 or more.
Four cent size.	7″ × 9″.	New York Edition, for 15 or more.
Ten cent size.	10″ × 12″.	Extra size, for 5 or more.
Bird pictures in natural colors.	7″ × 9″.	3 cents each for 15 or more.

When the number of any size specified above is ordered, with them may be ordered any number, *however small*, of a *smaller* size picture, but not of a larger size.

Correlating art. The following sketches show how one of our most successful primary teachers (The Horace Mann school) constructed an easel on which the children could paint scenes suggested by their reading.



XV. SONG GAMES, POEMS, AND STORY-TELLING

No course in reading can be complete without a reinforcement in song, rhyme, poem, and story. The prime favorites of children are presented in this course with the hope that children will appropriate them as their exclusive property.

These are listed at the end of each Group.

The text of the Mother Goose rhymes and poems is given at the end of the Manual. Rhymes or poems may be copied on the board and on cardboard for reading purposes.

Mother Goose ..... page 339
Riddles ..... page 340
Robert Louis Stevenson ..... page 340
Christina G. Rossetti ..... page 342
Celia Thaxter ..... page 346
Henry Wadsworth Longfellow ..... page 342
Lucy Larcom ..... page 345
Alice Cary ..... page 343
Phœbe Cary ..... page 345
Frank Dempster Sherman ..... page 348
Abbie Farwell Brown ..... page 350
Miscellaneous ..... page 350

Under Correlation after each group definite references are given for Victrola records.

XVI. BIBLIOGRAPHY OF SONG GAMES, POEMS, AND STORIES

SONG GAMES

Bentley: *Play Songs.* Barnes.
Burchenal: *Singing Games.* Schirmer.
Crawford: *Dramatic Games and Dances.* Barnes.
Crowninshield: *Mother Goose Songs.* Milton Bradley.
Dann: *First Year Music.* American Book Company.
Gaynor: *Songs of the Child's World.* John Church Company.
Hailmann: *Songs, Games, and Rhymes.* Milton Bradley.
Hill: *Song Stories for the Kindergarten.* Ginn.
Höfer: *Children's Singing Games.* Flanagan.
Jenks and **Rust:** *Song Echoes.* Ditson.
Johnson: *Education by Plays and Games.* Ginn.
Kirk: *Rhythmic Games and Dances.* Longmans.
Knowles: *Nature Songs for Children.* Milton Bradley.
Lyric Primer. Scott Foresman.
Modern Music Primer. Silver.
Newell: *Games and Songs of American Children.* Harper.
Newton: *Graded Games and Rhythmic Exercises.* Barnes.
Riley and **Gaynor:** *Songs of the Child's World,* 1. John Church Company.
Ripley and **Heartz:** Song Development. White-Smith Music Publishing Company.
Smith: *Music Course* (Primer). American Book Company.
Smith: *Songs for Little Children.* Milton Bradley.
Smith: *Songs of a Little Child's Day.* Milton Bradley.
Songs with Music (Kindergarten Children's Hour). Houghton Mifflin Company.
Walker and **Jenks:** *Songs and Stories for Little Ones.* Ditson.

COLLECTIONS OF POEMS

Brown: *A Pocketful of Posies.* Houghton Mifflin Company.
Burgess: *Goops and How to Be Them.* Stokes.
Burt: *Poems Every Child Should Know.* Doubleday Page Company.
Cary: *Ballads for Little Folk.* Houghton Mifflin Company.
Field, Eugene: *Poems.* Various editions.
Hazard: *Three Years with the Poets.* Houghton Mifflin Company.
Larcom: *Childhood Songs.* Houghton Mifflin Company.
Lang: *Nursery Rhyme Book.* Warne.
Lear: *Book of Nonsense Verse.* Stokes.
Livingston: *What Daddies Do.* Houghton Mifflin Company.
Mother Goose (Wheeler edition). Houghton Mifflin Company.
Rossetti: *Sing-Song* (*Complete Poems*). Macmillan.
Scudder: *Verse and Prose for Beginners.* Houghton Mifflin Company.
Sherman: *Little-Folk Lyrics.* Houghton Mifflin Company.
Stevenson: *Child's Garden of Verses.* Scribner.
Welsh: *Book of Nursery Rhymes.* Heath.
Wiggin and **Smith:** *Pinafore Palace* (nursery rhymes). Doubleday.
———: *The Posy Ring.* Doubleday, Page Company.

COLLECTIONS OF STORIES AND STORY-TELLING

Andersen: *Stories.* Various editions.
Bailey: *Firelight Stories.* Milton Bradley.
———: *For the Story Teller.* Milton Bradley.
———: *Stories Children Need.* Milton Bradley.
Bailey and **Lewis:** *For the Children's Hour.* Milton Bradley.
Boston Collection of Kindergarten Stories. Hammett.
Brown: *The Curious Book of Birds.* Houghton Mifflin Company.
———: *The Book of Saints and Friendly Beasts.* Houghton Mifflin Company.
Bryant: *How to Tell Stories to Children.* Houghton Mifflin Company.
———: *New Stories to Tell to Children.* Houghton Mifflin Company.
———: *Stories to Tell to Children.* Houghton Mifflin Company.
———: *Stories to Tell the Littlest Ones.* Houghton Mifflin Company.
Coe: *First Book of Stories.* Houghton Mifflin Company.
———: *Second Book of Stories.* Houghton Mifflin Company.
Cooke: *Nature Myths and Stories.* Flanagan.
Danielson: *Little Animal Stories.* Houghton Mifflin Company.
Frere: *Old Deccan Days.* (Hindoo.) Joseph McDonough, Albany, N.Y.
Grimm: *Tales.* Various editions.
Harrison: *In Story Land.* National Kindergarten and Elementary College, Chicago.
Hopkins: *The Doers.* Houghton Mifflin Company.
Hoxie: *Kindergarten Story Book.* Milton Bradley.
Jacobs: *English Fairy Tales.* Putnam.
Johnson: *A Book of Fairy Tale Bears.* Houghton Mifflin Company.
———: *A Book of Fairy Tale Foxes.* Houghton Mifflin Company.
Keyes: *Stories and Story Telling.* Appleton.
Kipling: *Stories and Poems* (R.L.S. 257). Houghton Mifflin Company.
Kready: *A Study of Fairy Tales.* Houghton Mifflin Company.
Lindsay: *More Mother Stories.* Milton Bradley.
———: *Mother Stories.* Milton Bradley.
Olcott: *Good Stories for Great Holidays.* Houghton Mifflin Company.
———: *The Wonder Garden.* Houghton Mifflin Company.
Peabody: *Old Greek Folk Stories* (R.L.S. 114). Houghton Mifflin Company.
Poulsson: *In the Child's World.* Milton Bradley.
Richards: *Five-minute Stories.* Little, Brown & Company.
———: *The Pig Brother and Other Fables.* Little, Brown & Company.
Scudder: *The Children's Book.* Houghton Mifflin Company.
Wiggin and **Smith:** *Tales of Laughter.* Doubleday Page Company.
———: *The Story Hour.* Houghton Mifflin Company.
Williston: Japanese Fairy Tales. Rand McNally.
Wright: *With the Little Folks.* Houghton Mifflin Company.

XVII. PRACTICE READING: A READING CLUB

(a) An Extra Period for Practice Reading

Extra supplementary reading. The usual practice of finishing a basal book and then going through a number of other books has been abandoned for what seems a better plan — namely, inserting this supplementary reading between weeks of work on the basal book and in connection with it.

The advantages are:

1. The teacher can check up bad habits better by coming back to a basal book and an organized daily course.
2. The children run short lengths in extensive reading and come back, after each period of independent reading, to the careful training of the course, instead of running a longer period with no opportunity to check up.

Second Reader

Group I, page 27.
Group II, page 42.
Group III, page 56.
Group IV, page 69.
Group V, page 81.
Group VI, page 102.
Group VII, page 114.
Group VIII, page 125.

Third Reader

Group I, page 148.
Group II, page 163.
Group III, page 189.
Group IV, page 207.
Group V, page 225.
Group VI, page 244.
Group VII, page 262.
Group VIII, page 280.

(b) A Reading Club

Forming the reading habit. To encourage reading of correlated selections from other readers, constant references are made to selections in the Riverside Readers and all the other important series. Give credits for home reading and for books read from the library. Post on the board the names of pupils who are doing the best outside reading.

Throughout the Third Reader the idea of a Reading Club should be emphasized, and at intervals informal reports of readings called for.

Creating a taste for the right sort of books. By means of well-directed silent reading, books for supplementary reading, and a judicious use of a library card, taste for the right kind of books can be developed in the class. Many Public Libraries will send books to schools.

Children will soon see how impossible it is to read everything, and therefore, how important it is to learn to select the best, most useful, and most enjoyable things to read.

It is profitable to have library days once each month and at that time let the children tell about their outside reading.

An ingenious teacher will make use of the same devices of picture and appealing comments that the librarian does at the Public Library to encourage reading.

Provision should be made in the classroom for a library, with shelves set low so that the children can get at the books, and for a low table with chairs about it, where groups can read quietly or look through picture books. A resourceful teacher can make a start in introducing "the library atmosphere" in some corner of her room.

XVIII. BOOKS FOR CHILDREN TO READ

Note: In the following list the grade is indicated by a number after the title. The publisher is indicated by a bold-face number, as follows:

(1) American Book Co., N.Y.; (2) Barse and Hopkins, N.Y.; (3) Bobbs-Merrill Co., Indianapolis, Ind.; (4) Bradley (Milton), Springfield, Mass.; (5) Burt, N.Y.; (6) Century Co., N.Y.; (7) Dent. (*See* Dutton); (8) Doran, N.Y.; (9) Doubleday Page Co., Garden City, N.Y.; (10) Duffield, N.Y.; (11) Dutton & Co., N.Y.; (12) Educational Publishing Co., Boston; (13) Flanagan Co., Chicago; (14) Ginn & Co., Boston; (15) Harper Bros., N.Y.; (16) Heath & Co., N.Y.; (17) Houghton Mifflin Co., Boston; (18) Lippincott Co., Phila.; (19) Little, Brown & Co., Boston; (20) Longmans, Green & Co., N.Y.; (21) Lothrop, Lee & Shepard Co., Boston; (22) McClurg, Chicago; (23) Macmillan Co., N.Y.; (24) Merrill Co., N.Y.; (25) Newson Co., Chicago; (26) Page Co., Boston; (27) Putnam's Sons, N.Y.; (28) Rand, McNally & Co., Chicago; (29) Revell Co.; (30) Row, Peterson & Co., Chicago; (31) Scribner's Sons, N.Y.; (32) Small Maynard Co., Boston; (33) Stokes, N.Y.; (34) Warne, N.Y.; (35) Winston & Co., Phila.

POEMS AND RHYMES

Baum: *Father Goose*, 2. (3)
Blake and **Alexander:** *Graded Poetry*, 2 vols., 2–3. (24)
Brooke: *Johnny Crow's Garden*, 2. (34)
Burgess: *Goops and How to be Them*, 2. (33)
Field: *Eugene Field Reader*, 2–3. (31)
Frances: *Book of Cheerful Cats*, 2. (6)
Greenaway: *Mother Goose*, 2. (34)
Greenaway: *Under the Windows*, 2. (34)
Headland: *Chinese Mother Goose Rhymes*, 2–3. (29)
Lang: *Nursery Rhymes*, 2. (34)
Lansing: *Rhymes and Stories*, 2–3. (14)
Poulsson: *The Runaway Donkey*, 3. (21)
Pyle: *Careless Jane*, 3. (11)
Rackham: *Mother Goose*, 2. (31)
Sage: *Rhymes of Real Children*, 2. (10)
Scudder: *Verse and Prose for Beginners*, (R.L.S. 59). (17)
Stevenson: *Child's Garden of Verses*, 2–3. (28)
Wheeler: *Mother Goose's Melodies*, 2. (17)

STORIES, OLD AND NEW

Alexander: *Child Classics*, Book II, 2–3.
Andersen: *Stories*, 3 (R.L.S. 49–50). (17)
Arabian Nights, 3 (R.L.S. 117–118). (17)
Aspinwall: *Short Stories for Short People*, 2–3. (11)
Baldwin: *Another Fairy Reader*, 3. (1)
Baldwin: *Fairy Reader*, 3 (Grimm and Andersen). (1)
Baldwin: *Fairy Stories and Fables*, 2–3. (1)
Baldwin: *Gulliver's Travels*, 3.
Baldwin: *Robinson Crusoe Told Anew*, 3–4. (1)
Bannerman: *Little Black Sambo*, 2. (33)
Barrie: *Peter Pan*, 3. (2)
Baum: *Wonderful Wizard of Oz*, 3. (3)
Bigham: *Merry Annual Tales*, 3. (19)
Bingham: *Mother Goose Village*, 2. (28)
Blaisdell: *Child Life in Tale and Fable*, 2. (23)
Brooke: *Golden Goose Book*, 2. (34)
Brown: *Lonesomest Doll*, 3–4. (17)
Bryant: *Story Reader*, Book I, 2. Book II, 2–3. (17)
Bryce: *That's Why Stories*, 3. (25)
Burgess: *Old Mother West Wind*, 3. (19)
Carrick: *More Russian Picture Tales*, 2–3. (33)
Carrick: *Picture Tales from the Russian*, 2–3. (33)

Carrick: *Still More Russian Picture Tales*, 2–3. (33)
Carroll: *Alice's Adventures in Wonderland*, 3–4. (27)
Coe: *First Book of Stories*, 2. (17)
Coe: *Second Book of Stories*, 2–3. (17)
Collodi: *Pinocchio*, 3. (14)
Cox: *Brownie Books*, 2–3. (6)
Craik: *Bow Wow and Mew Mew*, 2–3. (13)
Craik: *Fairy Book*, 2–3.
Davidson and **Bryce:** *Busy Brownies*, 2.
Faulkner: *Old English Nursery Tales*, 2. (9)
Fyleman: *Fairies and Chimneys*, 3–4. (8)
Gates: *Little Girl Blue*, 3. (17)
Gates: *Nannette and the Baby Monkey*, 3. (17)
Goody Two Shoes, 3–4. (16)
Grimm: *Household Tales*, 2–3, (R.L.S. 107–108). (17)
Grover: *Kittens and Cats*, 2. (17)
Grover: *Overall Boys*, 2. (28)
Grover: *Sun-bonnet Babies Primer*, 2. (28)
Haaren: *Fairy Life*, 3. (25)
Haaren: *Songs and Stories*, 2. (25)
Hoffman: *Slovenly Peter*, 2–3. (35)
Hoxie: *Kindergarten Story Book*, 2. (4)
Hunt: *About Harriet*, 2–3. (17)
Hunt: *The Little House in the Woods*, 2–3. (17)
Jacobs: *English Fairy Tales*, 3–4. (27)
Johnson: *Fairy Tale Bears*, 3 (17)
Johnson: *Fairy Tale Foxes*, 3. (17)
Kipling: *Just-so Stories*, 3. (9)
Kipling: *Stories and Poems Every Child Should Know*, Book I, 2–3 (R.L.S. 257). (17)
Klingensmith: *Household Tales*, 2–3. (13)
Lang: *Cinderella*, etc., 3. (20)
Lang: *Jack the Giant Killer*, 2–3. (20)
Lang: *Snow Man and Other Stories*, 2–3. (20)
Lansing: *Quaint Old Stories*, 3–4. (14)
Lucia: *Peter and Polly in Autumn*, 2–3. (1)
Lucia: *Peter and Polly in Winter*, 2–3. (1)
Lucia: *Peter and Polly in Spring*, 2–3. (1)
Lucia: *Peter and Polly in Summer*, 2–3. (1)
May: *Little Prudy*, 2–3. (21)
Mulock: *Adventures of a Brownie*, 3–4. (15)
Mulock: *Little Lame Prince*, 3–4. (18)
O'Shea: *Six Nursery Classics*, 2. (16)
Phillips: *Wee Ann*, 3. (17)
Perrault: *Fairy Tales*, 2–3. (11)
Perrault: *Sleeping Beauty*, etc., 2–3. (7)
Poulsson: *Through the Farmyard Gate*, 2. (21)
Potter: *Tailor of Gloucester*, 2. (34)
Potter: *Tale of Benjamin Bunny*, 2. (34)
Potter: *Tale of Peter Rabbit*, 2. (34)
Potter: *Tale of Pigling Bland*, 2–3. (34)
Potter: *Tale of Squirrel Nutkin*, 2–3. (34)
Potter: *Tale of Tom Kitten*, 2. (34)
Pyle: *Nancy Rutledge*, 3. (19)
Richards: *Pig Brother*, 3. (19)
Ségur: *Story of a Donkey*, 2–3. (16)
Silvester and **Peters:** *Happy Hour Stories*, 2. (1)
Skinner: *Merry Tales*, 2–3. (1)
Skinner: *Nursery Tales*, 2. (31)
Smith: *Arabella and Araminta Stories*, 2. (32)
Welsh: *Goody Two Shoes*, 2–3.
White: *An Only Child*, 3–4. (17)
White: *Borrowed Sister*, 3–4. (17)
White: *When Molly was Six*, 2–3. (17)

MYTHS, LEGENDS, FABLES

Akin: *Opera Stories from Wagner*, 3. (17)
Babbitt: *Jataka Tales*, 3. (6)
Baldwin: *Fifty Famous Stories Retold*, 3. (1)
Baldwin: *Old Greek Stories*, 3. (3)
Baldwin: *Thirty More Famous Stories Retold*, 3–4. (1)
Beckwith: *In Mythland*, 2–3. (12)
Bidpai: *Tortoise and Geese*, 2–3 (M. B. Dutton). (17)
Cooke: *Nature Myths*, 2–3. (13)
Godolphin: *Æsop's Fables*, 2. (5)
Holbrook *Book of Nature Myths*, 3. (17)
Holbrook: *Hiawatha Primer*, 2–3. (17)
Holbrook: *Northland Heroes*, 3–4. (17)
O'Shea: *Old World Wonder Stories*, 2–3. (16)

Peabody: *Old Greek Folk Stories*, 3–4 (R.L.S. 114). (17)
Scudder: *Book of Fables and Folk Stories*, 3 (R.L.S. 47). (17)
Scudder: *Book of Legends*, 3–4 (R.L.S. 144). (17)
Smythe: *Reynard the Fox*, 3. (1)
Wiltse: *Folklore Stories*, 2–3. (14)

OTHER LANDS (Geography)

Andrew: *Seven Little Sisters*, 2–3. (14)
Blaisdell: *Child Life in Many Lands*, 3. (23)
Carpenter: *Around the World with the Children*, 3–4. (1)
Chauce: *Little Folks of Many Lands*, 2–3. (14)
Dopp: *Early Cave Men* and *Tree Dwellers*, 2–3. (28)
Dunham: *Jogging around the World*, 2–4. (33)
Ghosh: *Wonders of the Jungle*, 2 vols., 3–4. (16)
Hall: *Jan and Betje* (Dutch), 3–4. (24)
Mirick: *Home Life around World*, 3–4. (17)
Perkins: *The Dutch Twins Primer*, 2. (17)
Perkins: *Dutch Twins*, 3. (17)
Perkins: *Eskimo Twins*, 3. (17)
Perkins: *Japanese Twins*, 3–4. (17)
Perkins: *Filipino Twins*, 3. (17)
Schwartz: *Five Little Strangers and How They came to America*, 3–4. (1)
Schwatka: *Children of the Cold*, 3–4. (12)
Shaw: *Big People and Little People of Other Lands*, 2–3. (1)
Terry: *Tales from Far and Near* (History Stories from Other Lands), 3. (30)
Terry: *Tales of Long Ago*, 2–3. (30)

OUR COUNTRY (History)

Bass: *Stories of Pioneer Life*, 2–3. (16)
Blaisdell and **Ball:** *American History for Little Folks*, 3. (19)
Brooks: *Stories of Red Children*, 2–3. (12)
Deming: *Indian Child Life*, 2–3. (33)
Eggleston: *Stories of American Life and Adventure*, 3–4. (1)
Eggleston: *Stories of Great Americans*, 2–3. (1)
Fox: Indian Primer, 2–3. (1)
Lucia: *Stories of American Discoverers*, 3–4. (1)
Holbrook: *Hiawatha Primer*, 2. (17)
Humphrey: *Pilgrim Stories*, 3–4. (28)
Shaw: *Discovers and Explorers*, 3–4. (1)
Stowe and **Tickell:** *Everyday Life in the Colonies*, 3–4. (16)
Welsh: *Colonial Days*, 2–4. (12)
Wiley and **Edick:** *Children of the Cliff*, 2–3.
Wilkins: *The Weaver's Children* (pioneers), 2–4. (1)

OUT DOORS (Nature)

Bass: *Animal Life*, 3. (16)
Bass: *Plant Life*, 3.
Dutton: *In Field and Pasture*, 2–3. (1)
Grover: *Outdoor Primer*, 2. (28)
Johonnot: *Friends in Feathers and Fur*, 3–4. (1)
Meyer: *Orchard and Meadow*, 2–3. (19)
Morley: *Bee People*, 3–4. (22)
Morley: *Seed Babies*, 2–3. (14)
Sharp: *Autumn*, 3. (17)
Sharp: *Spring*, 3. (17)
Sharp: *Summer*, 3. (17)
Sharp: *Winter*, 3. (17)
Smith: *Chicken World*, 2. (27)
Strong: *All the Year Round*, 2–3. (14)
Trimmer: *History of Robins*, 2–3. (16)
Wright: *Sea Side and Wayside*, 2–3.

ACTIVITIES (Workaday World)

Hopkins: *The Doers*, 2. (17)
Hopkins: *The Sandman, Farm Stories*, 2. (26)
Hopkins: *The Sandman, More Farm Stories*, 2. (26)
Smith: *Farm Book*, 2. (17)

PLAYS (Dramatization)

Johnston and **Barnum:** *Plays for Little Actors*, 2–4. (1)
Skinner: *Dramatic Stories*, 3–4. (1)
Skinner and **Lawrence:** *Little Dramas for Primary Grades*, 3–4. (1)
Skinner: *Little Folks' Xmas Stories and Plays*, 3–4. (28)
Stevenson: *Children's Classics in Dramatic Form*, 2–3, Books 1, 2. (17)

INTRODUCTORY

PLAN FOR EACH YEAR

A well-balanced basal course. The basal reading for each year is divided into eight Groups. The selections for each Group bring out a dominating theme, as follows:

Second year

1. Seeing Funny Things (Cheerfulness)
2. Safety First (Carefulness)
3. Doing for Others (Helpfulness)
4. Doing Tricks (Quick thinking)
5. Guessing Riddles (Ingenuity)
6. Garden Stories (Industry)
7. Thinking of Things to Do (Resourcefulness)
8. An Indian Project (Love of outdoors)

Third year

1. The Fairy Outdoors (Being good)
2. About Indians (Indian life)
3. Magic Stories (Magical beauty)
4. People of Other Lands (Interesting pictures)
5. Safety Stories (Quick Thinking)
6. Animal Tales (Observation of animals)
7. Make-Believe Tales (Imagining things)
8. The Real Outdoors (Using eyes and ears)

Each Group contains the various types of material needed to make a well-balanced basal course: a serial story, divided into a number of lesser stories; several poems; a fable; silent and oral drill material; a serious article for study reading; and a silent-reading test.

Supplementary story telling, song games, poems, and practice reading in other books. Full references and frequently actual text are furnished for poems, song games, and stories for the teacher to tell. These are invaluable for developing appreciation.

The plan of inserting a week of extra supplementary or practice reading after each group has worked out so satisfactorily in the first grade that it is outlined throughout these later primary books. By coming back to the basal work so carefully guided in the Manual, the teacher can check up better on the children's reading habits as revealed in this supplementary practice reading.

Full directions for supplementary reading are given on page 338.

For suggestions for the following consult:

Song Games: pp. 27, 42, 56, 69, 81, 101, 114, 124, 148, 163, 188, 207, 225, 244, 262, 279.

Story-Telling: pp. 27, 42, 56, 69, 81, 101, 114, 125, 148, 163, 188, 207, 225, 244, 262, 279.

Poems: pp. 28, 42, 57, 70, 82, 102, 114, 125, 148, 163, 188, 207, 225, 244, 262, 279.

Practice or Supplementary Reading: pp. 27, 42, 56, 69, 81, 102, 114, 125, 148, 163, 189, 207, 225, 245, 262, 279.

Definite use of other readers. By this plan teachers are enabled to make a very definite use of the other readers on hand. They are spared the necessity of searching constantly for appropriate material for supplementary work; for such definite and full references are given to sources that the Manual will prove a helpful time-saver.

How flexibility is secured. The basal material for each year is arranged to cover 160 lessons or days of work. For the teacher's convenience, a schedule of lessons is given in the preliminary matter for each Group.

Second Reader				Third Reader			
p. 11	p. 46	p. 73	p. 105	p. 133	p. 168	p. 211	p. 249
p. 31	p. 60	p. 85	p. 117	p. 152	p. 193	p. 229	p. 266

To provide this practice reading in such a way that all schools will have it, whatever length their school term, supplementary reading periods should be combined with the basal work as second daily periods.

Eight extra weeks of supplementary reading for each year are outlined for the schools that have a two hundred school day system.

School systems, therefore, should select as much of the supplementary work as their length of term will permit.

MATERIALS

Phonic cards: For the second year the following phonic cards are suggested:

Phonograms	*Consonants*
ALK IEF o͝o EAD AU ILD EATH OUGHT OY OU (four), Third Reader	sk sc sm sn th thr shr spr scr

Diagnostic tests. See page 287 for the tests.

24 tests for the Second Reader
24 tests for the Third Reader

Phrase and sentence perception drills. For each Group throughout both years are given: (*a*) phrases; (*b*) sentences with blanks for quick blackboard work. See introductory material for each Group.

VOCABULARY

SUMMARY OF PRIMER AND FIRST READER PHONETICS

The following, which were taught in the first year, should be rigidly applied in the second and third years:

1. Single consonants:

b	d	hard *g*	j	l	n	q	s	v	y
hard *c*	f	h	k	m	p	r	t	w	z

2. Double and triple consonants:

bl	ch	cr	fl	gr	pl	qu	sl	squ	str	th	tw
br	cl	dr	fr	kn	pr	sh	sp	st	sw	tr	wh

3. Short vowel jingles as follows:

(Bell) Ang, eng, ing, ong, ung!
Hark! The bell has rung!

(Bug) Ag, eg, ig, og, ug!
The cat is chasing the bug!

(Bus) As, es, is, os, us!
Come, let us ride in the bus!

(Cub) Ab, eb, ib, ob, ub!
Look at the little bear cub!

(Drum) Am, em, im, om, um!
The boy is beating the drum!

(Duck) Ack, eck, ick, ock, uck!
Look at the big fat duck!

(Dust) Ast, est, ist, ost, ust!
Oh, how the wind makes a dust!

(Fun) An, en, in, on, un!
My, but we have fun!

(Fuss) Ass, ess, iss, oss, uss!
Who is making a fuss?

(Goat) Ax, ex, ix, ox, ux!
See, how the Billy goat bucks!

(Mud) Ad, ed, id, od, ud!
The boy fell into the mud!

(Muff) Af, ef, if, of, uf!
The girl has her hands in a muff!

(Nut) At, et, it, ot, ut!
The squirrel is eating a nut!

(Pup) Ap, ep, ip, op, up!
Oh, see the little white pup!

(Rush) Ash, esh, ish, osh, ush!
The children ran off with a rush!

(Trunk) Ank, enk, ink, onk, unk!
The elephant has a big trunk!

4. Other short vowel combinations:

al, el, il, ol, ul
and, end, ind, ond, und
ant, ent, int, ont, unt

5. Phonograms, with key words:

ACK	(quack)	E	(me)	IGHT	(bright)	OI	(voice)	UN	(sun)
AKE	(wake)	ED	(red)	ILL	(will)	OLD	(told)	UR	(turn)
ALL	(call)	EE	(wee)	IND	(find)	OO	(Moo)		
AND	(and)	EET	(Tweet)	ING	(thing)	OOK	(look)		
ANK	(thank)	ELL	(well)	IR	(bird)	OR	(for)		
AR	(yard)	EN	(hen)			OT	(not)		
ASH	(splash)	ER	(her)	Y	(by)	OU	(round)		
AT	(cat)	EW	(Mew)			OUND	(round)		
AY	(play)					OW	(cow)		
						OW	(know)		

6. Endings:

d	ed	er	ing	k	s	y	z

7. Rules: (*a*) **" Little Lazy *e*"**

Final *e* is too lazy to speak, so a previous vowel talks, or says its name; as, *same*.

(*b*) **" Bossy Letter"**

When two vowels occur together in a word, the last one bosses the one before to speak, or say its name; as, *rain*.

SECOND AND THIRD READER PHONETICS

		New Phonograms or Vowel Sounds	New Consonant Sounds	New Endings	Silent Letters	Prefixes: Optional
SECOND READER GROUPS	I	**ALK** (walk).[13] **EAD** (head).[17]	**sk** (sky).[18] **sm** (small).[24]	**ly**[18]	explained.[20] **gh, h, k, w, t, l.**[20]	be.[21]
	II	**AU** (naughty).[38]	**sn** (snow).[22] **thr** (three).[34] **spr** (sprang).[38]	**er**[33] **est**[36] **le, el**[36] **ness**[39]	**b, p, ue.**[37]	
	III	**o͝o** (foot).[50] **OY** (boy).[54]	**Sc** (scampered).[51]	**ed** (3 sounds).[47]		
	IV	**ILD** (wild).[63]		**y**[63]		
	V			**es**[75]		
	VI	**IEF** (grief).[4] **EATH** (death).[96]	**th** (third).[89] **shr** (shred).[93] **scr** (scratch),[97] **y** (you).[98]			
	VII	**AR** combined with final consonants and then with initial consonants.[112]				
THIRD READER GROUPS	I			**ious**[139] **ful**[146]		ex, pre, ad, pur, im, dis.[147]
	II	**OU** (you).[156] **a** (ask).[155]		**tion** (shun).[161] **en**[161]		pro, over.[162]
	III		**ph** = f.[187]	**iar**[185] **ian**[185] **or**[185]	**u**[171]	re.[171] con, per.[172] de.[173] com.[186]
	IV			**tion** (chun)[206] **less**[204]		
	V	**e** (delay).[224]		**sion** (shun).[222]		mis, un, in.[223]
	VI			**ie** = e.[241] **ous**.[241]	**g**[243]	
	VII	**OU** (four)[252] Final **ie** = e.[252]		**ish**[258] **ment**[258] **able**[258] **ure**[258]	**s**[260]	ab, under.[259]

In this course the children are to be held rigidly to a continued application of the phonetics taught in the first year.

After the phonetic words of a lesson, you will find given all the elements on which the phonetic words are based. You should choose for review the elements that the class most needs.

SECOND AND THIRD READER PHONETICS

Short and Long Vowels : Syllabication	Rules : Optional
Attaching short vowels to initial consonant *s*; as, **sa, se, si, so, su.**[13] Dusk jingle.[18]	*c* before *e*, *i*, or *y* is soft.[15] AY, AI, and long *a* have same sound.[15] EE, EA, and long *e* have same sound.[25]
Attaching initial consonants to "Little Lazy *e*" phonograms in **a.**[35] Attaching initial consonants to "Bossy Letter" phonograms in **a.**[37]	
Attaching final consonants to EE and then attaching initial consonants.[49]	When a word ends in *y*, it usually changes *y* to *i* before the ending *est.*[51]
Short and long *u.*[63] Attaching initial consonants to "Bossy Letter" phonograms with **U**[64]	Two sounds of $y = \breve{\imath}$ and $\bar{\imath}$.[63] OU (round) and OW (cow) are similar sounds.[64]
Attaching vowels to initial consonants and applying to words of several syllables : **ba, be, bi, bo, bu.**[77] **da, de, di, do du.**[79] **ga, ge, gi, go, gu.**[80]	Syllabication demonstrated: ba, be, bi, bo, bu.[77] da, de, di, do, du.[79] ga, ge, gi, go, gu.[80]
ma, me, mi, mo, mu.[86] **na, ne, ni, no, nu.**[90] **pa, pe, pi, po, pu.**[93] **ta, te, ti, to, tu.**[97]	*g* before *e*, *i*, and *y* is usually soft (gem).[95] Consonant sound of $y = \breve{\imath}$.[98]
Short and long vowels contrasted.[108] Attaching initial consonants and final syllables to long vowels.[110] Attaching initial consonants to "Little Lazy *e*" phonograms with **o.**[110] Attaching initial consonants to "Bossy Letter" phonograms with **o.**[110] Attaching initial consonants to "Little Lazy *e*" phonograms with **i.**[111] Attaching initial consonants to "Little Lazy *e*" phonograms with **u.**[112]	ER, IR, and UR usually have same sound.[107]
When syllables end with a vowel, usually the vowel is long.[134] Short vowels with *r.*[135] Vowel usually long if it ends a syllable.[134]	*e* at the end of a final syllable is often silent.[135]
Sounding words of several syllables.[140]	If a short vowel syllable ends in a single consonant, the consonant is doubled before an ending.[170] Final *e* is dropped before an ending.[187]
	The ending *tion* has the sound of *shun* or *chun.*[206] The letter *f* changes to *v* before an ending.[206]
Sounding words of several syllables.[232]	
Sounding words of several syllables.[252]	Final *ie* often has sound of *e* instead of 'Bossy Letter."[252] *Y* = *i* if used as a vowel.[252] *t* sound carries over into *ure.*[252]

In the Second Reader all variants and compounds of known words are listed with each lesson, in addition to the ordinarily given sight and phonetic words. The variants and compounds offer just enough difference to prove excellent as an encouragement to weak children.

In the Third Reader lessons, variants and known compounds are not given in the Word Study lists, but are counted in the totals and are reviewed.

At the end of each group of the Third Reader there is a Summary of Phonetics of the Group for purposes of review.

Seat Work Problems are given in connection with the Phonetic Review to stimulate initiative and judgment on the part of the children.

Note: In pages 1–25, for instance, the basal reading for nineteen lessons (see p. 11), there are 17 sight words, 85 phonetic words that the children can attack independently, and 49 variants of known words. The 17 sight words in 25 pages, or 19 lessons, make an average of less than one sight word a page, or a day.

Note: The teacher will find it helpful to underline new sight words heavily with red; new phonetic words lightly; variants under the endings; and compounds under the middle of the word.

GENERAL OBJECTIVES

Second Reader. For the children:

1. To acquire a lasting interest in the best stories and poems, and a desire to own books.
2. To realize that reading is thinking, and to develop a thoughtful attitude instead of merely absorbing ideas.
3. To gain endurance in reading and remembering longer units.
4. To learn to recognize steps in a story and to visualize scenes and characters more keenly.
5. To dramatize readily or read dialogue as if it were natural conversation.
6. To memorize a short easy poem quickly.
7. To develop proper habits of study: getting main idea of a section quickly; getting *all* the ideas; getting ideas in right order; recognizing big and little ideas; forming accurate judgments; finding things on a page quickly; handling study suggestions in the book intelligently; finding *who*, *when*, *where*, or *what* ideas quickly.
8. To use books quickly and effectively: intelligent reference to table of contents, page numbers, titles, authors.

9. To improve in rate and comprehension of silent reading.
10. To improve in fluency and expression in oral reading.
11. To review all first-year phonetics and apply them; to master sight words quickly; to apply known phonetic principles accurately and quickly; to develop self-reliance in attaching vowels to initial consonants and sounding syllables; to interpret words in context.
12. To improve the perceptual span and quicken eye-movements across the page.

Third Reader. *In addition to the Second Reader objectives,* which should be aimed for more intensively in the third year, the following should be kept in mind, for the children:

13. To become acquainted with more difficult types of reading than narrative and poem; as, historical, geographical, travel, contemporary school or factory, and nature articles or selections.
14. To handle study equipment in the book or on the board independently; to group facts in very simple outlines; to grasp relationship of ideas, and thought elements; and be prepared to read fourth-grade textbooks with intelligence and interest.
15. To apply phonetic knowledge in a larger, more independent way, in building new words by means of prefixes, endings, etc.; syllabicating independently; applying their knowledge of our few phonetic principles; and realizing the value of their having a large vocabulary of useful words for conversation and reading.

Note: See "Objectives" for the Second Reader, each of which is to be aimed for even more thoroughly in the Third Reader.

Additional objectives for the teacher.

1. To induct children into the adult paragraph form so well that they develop the habit of running their eyes back quickly to the next line to finish a word group and thus do not break the thought. (Applies to second year particularly.)
2. To administer the various tests, described on page 287, and thus find definitely how each child stands in various phases of reading or vocabulary work.
3. To check up on faults revealed and have a crusade for conquering them.

4. To give regularly the five-minute daily drills in silent reading, as specified under the Schedule of Basal Lessons before each Group, thus actually forming proper habits through the only satisfactory means: the daily impression and intelligent repetition.

5. To use the suggestions for Correlation, Poems, Song Games, and Story-Telling given with each Group, selecting what best suits that individual class, and thus enrich the work in reading.

6. To blend the supplementary or practice reading regularly with the basal reading, but in a separate period; and utilize what she can from the Extra Weeks to broaden the children's reading experience and see how they apply to this outside reading the habits formed in the basal reading periods, the return to the basal work enabling the teacher to correct faults discovered or strengthen habits not strong enough to "carry over" as a good habit in reading.

7. To put personal enthusiasm into the reading and teaching.

8. To make each class reach a much higher level of attainment at the end of the year than at the beginning, as revealed by scientific tests.

GETTING ACQUAINTED WITH THE READERS

Acquaint the children properly with their new book for the year. At the beginning of the first lesson, use the following procedure:

(*1*) Comment on the picture on the front of the book. (*2*) Then open to the front lining and let the children talk about these friends they will meet. (*3*) Then turn to the Title-Page and comment on its purpose. (*4*) Omit pages ii, iii, and iv, saying that they are only for the teacher.

(*5*) Pause at page v to have children get the message. This is a Preface for children in unique form: in the Second Reader describing the contents as a key; in the Third Reader, as a guide to Book Land. In both cases merely read the page to the class and talk about the picture.

(*6*) Then look at the Contents on pages vi to ix. Show the children where to find the eight big topics with tiny pictures beside each. Have them find the first topic, and read it; then find the first story, author, and page. (The teacher will pronounce any unknown words.) (*7*) Then have the children turn page by page, until they come to page 1. (*8*) Comment on the Frontispiece as setting the atmosphere for the first story.

Note: If this procedure is followed, the children will be able to refer intelligently to the front matter of the book in the future reference drills.

SECOND READER

GROUP I

(Seeing Funny Things, Second Reader, pp. 1–25)

Note. See General Introduction, pages xi–l; Introduction to Second and Third Readers, pages 1 to 8; and Suggestions for Optional and Supplementary Work, pages 26 to 28.

Theme. Being happy; seeing fun outdoors and indoors; laughing instead of crying.

Pictures. The frontispiece sets the tone for the book: delight in literature. Variety of outdoor pictures: meadow, seashore, foreign lands, back yard, street, country road, and porch. Commonplace things in nature made interesting. Sane home life visualized.

Specific objectives:

1. To emphasize joy — in school life, home life, outdoors, reading.
2. To begin various procedures for improvement of silent and oral reading; as (*a*) getting the main idea of a section or stanza quickly; (*b*) getting ideas in the right order; and (*c*) putting life into the reading of conversation.
3. To make children realize from practical drills and games that reading is thinking; and to repeat the drills often enough to make an impression.
4. To find out who are strong and weak in the different kinds of reading.
5. To teach ALK; *c* before *e* or *i;* EAD; *sk;* final *ly;* the "Dusk" jingle; silent letters; compounds with *ever;* contractions; and *sm;* and to make children more responsive to rhythm and rhyme.

Vocabulary. 17 sight words; 85 phonetic words; and 49 variants and compounds. (See page xxxvii.)

Materials.

1. Phonic cards.

Front	*Back*	*Front*	*Back*	*Front*	*Back*
walk alk	alk	sky sk	sk	small sm	sm

2. Diagnostic Tests Nos. 31–32.[1]

No. 31. Following directions. See page 295.
No. 32 *a* and *b*. Rate and comprehension. See page 296.

[1] Furnished by the publishers in inexpensive form.

3. Phrases and sentences for perception drills:

the funniest story; something more; eat honey; around the corner; such funny noises; bread crumbs; big brown raisins; the meadow grass; make ready; down below; some real food; the reason why; every evening; a different color.

Supplying different words at blanks. See page xxxviii.

He liked funny ..... (faces, names, noises, games, races).
Please ..... it again (say, tap, do, tell, sing, make).
I know you, Mr. ..... (Bumble-Bee, Wind, Wheat, Puppy, Stork).
Hold your ..... hand up (left, right).
..... it some more (Do, Tickle, Bite, Wet).
whispered the ..... (wind, boy, man, bee, wheat).
Quick as a ..... (wink, Puppy, bird, bee).
down the ..... (street, road, river, meadow).
..... his garden (into, over, from, near, in).
among the meadow ..... (flowers, grass, plants).
in the ..... (sand, corner, desert, honey, window, tart, cream, air, meadow, desk, hole).
how ..... it would be! (sunny, funny, bent, wet, deep, dreadful, awful, dry, starved).

Bird's-eye view of Group I. The following chart gives the purpose to be served by the various selections of the group:

	Selection	*Theme*	*Purpose*	*Sight words*
Story interest	**Sunny Boy**, pp. 1–12	A happy boy's day.	To bring out the fun in life.	
	1st story, p. 1	The joy of story-telling; indoor fun.	To visualize this boy through his likes.	
	2d story, p. 3	Fun outdoors; play.	Visualize new ways of having fun outdoors.	honey.
	3d story, p. 6	Fun with pets; play.	Lead child to observe nature.	front.
	4th story, p. 10	Fun at the end of the day; indoor; home.	Bring out cleanliness and wholesome supper.	crumbs. wash-cloth.
	The Cow, p. 13 Poem: *Appreciation*	Happy life of cow; how she serves children.	Kindness to animals; picture building by words; rhythm; Stevenson, the child's friend.	love. wanders.
	Doing Three Things, p. 14 *Silent reading drill*	Following directions accurately and quickly; in right order. Joy of competition.	To improve silent reading through numerous motivated drills.	
	The Deep Hole, p. 16 Poem: *Appreciation*	Comradeship of children throughout the world in outdoor joys; thinking of others.	Show vision of other world — Chinese. Rhythm and feeling of poetry.	palms. almost. shovel. often. death.

Selection	*Theme*	*Purpose*	*Sight words*
Fox and Stork, p. 19 Fable: *SR*[1] *drill*	Unhappiness caused by thinking only of one's self.	Show that Tit for Tat does not win friends.	tongue.
At Mr. Fox 's House, p. 20 Dialogue: *OR and SR drills*	We get what we give.	Show how Mr. Fox was unkind. Drills in SR[1] and OR.[1]	Pshaw.
At Mrs. Stork's House, p. 21 Dialogue: *OR and SR drills*	Meet unkindness with kindness.	Show how Mrs. Stork was kind. Drills in SR and OR.	
Smiles and Tears, p. 22 Poem: *Appreciation*	When the outdoors is happy, sun is out. When unhappy, rain.	Lesson of fable backed up by poem.	Whene'er. done. ought.
The Reason Why, p. 24 Drill: *Thought relation*	Meaning of *because.*	Show the need of always having a good reason. Teach *because* through a game.	post.
Farmer and Stork, p. 25 Fable: *Test*	Association reveals "birds of a feather."	Test rate and comprehension.	

Schedule of basal lessons. The lessons for Group I are as follows. The italicized drills are limited to brief periods as described on page xxxiv. For Supplementary Reading, see pages 27 and 28.

Note: Use the five-minute drill periods for the first eight days to review first-year phonetics. See pages 3–4.

1. Preliminary examination of front matter in the book. Story 1, "Sunny Boy," pages 1–2.
2. Story 2, "Sunny Boy," pages 3–5.
3. Story 3, "Sunny Boy," pages 6–9.
4. Story 4, "Sunny Boy," pages 10–12.
5. Dramatization, "Sunny Boy," pages 1–12.
6. Poem, "The Cow," page 13.
7. Poem, "The Cow," page 13 continued.
8. Silent reading drill, "Doing Three Things," pages 14–15.
9. Silent reading drill, "Doing Three Things," continued. *Drill I–a,* p. 19.
10. Poem, "The Deep Hole," pages 16–18. *Drill I–b,* p. 19.

[1] OR, means oral reading; SR, silent reading.

11. Poem, "The Deep Hole," continued. *Drill I–c*, p. 19.
12. Fable, "The Fox and the Stork," page 19. *Drill I–d*, p. 20.
13. Dialogue and silent reading drill, "At Mr. Fox's House," page 20. *Drill I–e*, p. 20.
14. Dialogue and silent reading drill, "At Mr. Stork's House," page 21. *Drill I–f*, p. 20.
15. Poem, "Smiles and Tears," pages 22–23. *Drill I–g*, p. 20.
16. Poem, "Smiles and Tears," pages 22–23 continued. *Test of Drill I* (Diagnostic Test No. 31), p. 25. See page 295.
17. Silent reading drill, "The Reason Why," page 24. *Drill II*, p. 25.
18. Silent reading test, "The Farmer and the Stork," page 25. *Rate and Comprehension* (Diagnostic Test No. 32*a* and *b*), pp. 26 and 296.
19. Entertainment: Story Party. Motivated review, pages 1–25.

Note: The numbers stand for the days, followed by the assignments for the basal reading lessons. The material to be used in drill periods is in italics, marked *Drill*. Where there is no drill indicated, the drill period is to be used for the type of drill that the class most needs. Tests are usually given in the basal lesson period and talked over in the same period on the next day.

OPTIONAL AND SUPPLEMENTARY

I. Correlation with other subjects. See page 26.

II. Song games, poems, and story-telling. See page 27.

III. Supplementary reading and review. See page 27.

IV. Extra week of practice reading. See page 28.

SUNNY BOY

(Second Reader, pp. 1–2)

Word study. 1. Phonetic words: *faces, twinkles, corners, hat.* (Rule of "Little Lazy *e*," page 4, INK, OR, AT.)

2. Variants of Primer or First Reader words, and compound word: *funny, names, noises, games, outdoors.* Review final *y*.

3. Review short vowel combinations. See jingles, page 3.

4. Railroad game with variants: write words at various places on blackboard and connect with lines to make railroad track. Call words as stations.

Introduction. Through the picture on page x: meeting people one likes. "Here is a little boy whom you would like. — Why?"

Silent reading. *First reading.* Children read to find out what kind of little boy this is, and what he and his mother are talking about. Draw out all the ideas without oral reading.

Thought questions. 1. Why did the corners of Sunny Boy's mouth turn up? 2. Find two places that tell you that Sunny Boy liked his Mother's story. 3. What might Sunny Boy find outdoors to laugh about?

Second reading for organization. Encourage the children to read several lines to bring out the organization of the unit. Later, give thought questions that force the children to view the facts of the story in a new relationship or from another standpoint.

Read silently to find: (*a*) all the things that Sunny Boy liked; (*b*) what he and his Mother are talking about; and (*c*) what he did.

Oral reading. 1. Read aloud the three sections stressed under organization. 2. There are twelve sentences. Read sentences 1 to 6 to bring out the main thought of each sentence. Read sentences 7 to 11 to bring out ideas of *Please, funniest, laughed,* and *outdoors.* Read the last sentence as rapidly as possible to quicken eye movements and secure speed.

Things to do. Let the children decide which was the funniest story they read last year and tell it in relay to another group, each child calling on another to continue the tale when the teacher taps with her pencil.

THE WHEAT-STALK, THE WIND, AND THE BUMBLE-BEE (pp. 3–5)

Word study. 1. Sight word: ***honey.***

2. Phonetic words: *yesterday, bumble-bee, tall, tickle, bent, neck, wheat-stalk, whispered, races, quick, wink, street, flowers.*

(Review the Bus, Drum, Duck, and Trunk jingles, page 3; ER, ALL, ENT, EET, OW (cow); "Little Lazy *e*" and "Bossy Letter" rules.)

3. Variants: *tickled, raced, pets.*

4. Teach ALK. Key word, *walk.* Blend *stalk.*

5. Review short vowel combinations, detaching the short vowel sounds (ă, ĕ, ĭ, ŏ, ŭ) and attaching them to the initial consonant *s.* Blend *such.*

sa se si so su(ch)

Introduction. Sunny Boy ran out to see what he could find. What might he find? Anticipatory conversation.

Silent reading. *First reading.* Read to verify guesses made in conversation above. Draw the ideas from the children as they read on silently. Encourage them to tell the ideas in their own words. Avoid oral reading of the text at this time. Build up the pictures in the children's minds by your questioning:

What was the first thing he met outdoors? . . . How long was it? . . . Had Sunny Boy seen it before? When? . . . What did it say it wanted to do? . . . Why? . . . Did Sunny Boy like it to do that? . . . How do you know? . . .

(Repeat this detailed drawing out of content for the second section of the story on page 4, and for the third section on page 5.

Note: The lessons are very carefully planned to assist the child to grasp organization.)

Second reading for organization. Have three separate rapid re-readings of pages 3–5, each time to hunt for a different thing:

(*1*) Read to find the parts that tell all about the three things that played with him; find where each part begins and ends. [Scene with Wheat-Stalk, page 3; scene with Wind, page 4; scene with Bumble-Bee, page 5.]

(*2*) Read rapidly through each section to find how each played. [Wheat *tickled;* Wind *raced;* Bee *buzzed.*] And what Sunny Boy said each time. ("Do it some more," at end of section demands rapid reading of entire section by child.)

(*3*) Find what each of these playmates said and did. Bring out the distinction between conversation and book parts that tell what they did. Hold up two fingers and ask the children if they can find the little marks that look something like two little fingers telling where conversation begins and ends.

Thought questions. 1. Was this a baby wheat-stalk? [No — *tall.*] 2. How did Sunny Boy show his kindness? 3. Who won the race — the wind or Sunny Boy? 4. Did the bee sting Sunny Boy? 5. Why not?

Oral reading. Take each page separately. Have the children find the two characters for each page. Then they find and read aloud (*a*) what each one said; (*b*) what each one did. They find the part that tells who is speaking and omit it in reading the speech aloud ("said a tall wheat-stalk," and "he cried" in the first section). (*c*) Have a final reading aloud of conversation and pantomiming of what was done.

Things to make. 1. Make a weathercock to reveal the wind or a pinwheel to play with the wind. 2. Color and cut out big bumble-bees to paste across the top of the windows.

PUPPY DOG AND MRS. MOTHER BIRD (pp. 6–9)

Word study. 1. Sight words: ***crumbs, front.***

2. Phonetic words: *such, window, stretched, wide.*

("Little Lazy *e*" rule, Fun and Nut jingles, OW (know), and *ant, ent, int, ont, unt.*)

3. Variants: *blown, buzzed, corner, bite, Twee, mouths.* See that foreign children give the *z* sound to final *s* in *mouths.*

4. Teach that *c* before *e* or *i* is soft. Develop rule from observation of *cent, ice, ocean, once, place, balance, lettuce, mice, nice, twice, piece, voice,* or *cities.* Apply rule to *pencil.*

Introduction. The best pets for a little boy or girl to have.

Silent reading. *First reading.* Children read to find out how Sunny Boy treated his pets, and how the pets felt about him.

Reading for organization. Which pets does Sunny Boy have fun with? Read rapidly to find which pages tell about each. [Dog on pages 6–7; bird, on pages 8–9.] Find the part that refers to the previous story. [First four lines on page 6.] Look back and find the pages that refer to wheat, wind, and bumble-bee.

Thought questions. 1. Why do you think Puppy Dog came? . . . 2. Why did Mrs. Bird like Sunny Boy? . . . 3. How can you take care of the birds? . . . 4. Why were the baby birds' mouths stretched so wide open? . . .

Oral reading. Interest the children in practicing the reading of a story aloud so that other people will enjoy listening to them read at a Story Party. Read the sections aloud in relay, one child after another, each trying to make the picture stand out clearly or bring out what was said.

Things to make. Make a bird shelter in the school yard for feeding birds in winter.

THE RAISIN BOWL AND THE WASH-CLOTH (pp. 10–12)

Word study. 1. Sight word: ***wash-cloth.***

2. Phonetic words: *raisin, dreams.* ("Bossy Letter" rule.)

3. Variants and compound: *raisins, laughing, tickles, face, its, good-night.*

4. Teach that AY, AI, and long *a* are the same sound, developing the idea from:

str*ay* *air* *face* ("Little Lazy *e*" rule)

5. Review hissing and buzzing *s.* Show children that these sounds are found in the middle of words as well as at end (*whispered, raisin*), and that they must try the two sounds to see which is right for the word.

6. Game: Washing the blackboard's face. Write on the board a dozen new words from this first serial story. The children pronounce a word and make up a "story" sentence for it, and then erase until the face of the board is clean.

Introduction. Fun that children can have indoors after a happy day outdoors.

Silent reading. *First reading.* Read to find out how Sunny Boy carried his fun indoors. What different things does Sunny Boy do? His mother?

Organization reading. Find the part that tells about Sunny Boy's going into the house. How many lines without the title? [Six.] . . . Find the lines that tell about supper? How many lines? . . . Find the part that tells about the wash-cloth. How many lines? . . . Find the part that describes the going to bed. How many lines? . . .

Thought questions. 1. What do you like best for supper? 2. How does Sunny Boy's supper differ from that? 3. How many times did the mother wash Sunny Boy's face? 4. Why did she do it each time?

Oral reading. Read aloud to bring out the organization. (See above.) Practice reading the last four lines as rapidly as possible to improve speed in running eye from line to line.

Dramatization. Playing the story is a good way to force visualization and to re-read rapidly to find how to play the story. It should be re-read and played in review periods.

Children will enjoy taking the parts of Wind, Wheat-Stalk, Bumble-Bee, etc.

Scene 1. Nursery. Pp. 1–2. Conversation; insert story Mother tells.
Scene 2. Side yard. Pp. 3–9.
SUNNY BOY (SB) comes out and sits down near rail-fence. WHEAT-STALK (WS) talks, tickles. SB talks.
WIND looks in, talks, blows hat from SB's head. [Tie thread to a paper cap and have child at other end of room act as Wind and jerk cap off, and pull across while SB chases.] SB runs, then talks.
BUMBLE-BEE flies in; talks; buzzes at SB. SB talks.
PUPPY DOG runs in; talks; jumps; talks. SB talks.
(Mother looks out of window.)
MOTHER BIRD (MB) talks. WS talks. MB talks; SB talks; MB talks, flies; SB runs to nest. [Children act baby birds.] SB talks.
Scene 3. House. Pp. 10–12.
MOTHER prepares supper; talks. SB runs in.
MOTHER talks. FATHER comes in. Mother washes SB's face; SB eats supper. Mother washes his face again; SB talks. Mother puts him to bed. Mother talks.

Silent reading seat work. Draw seven things that made Sunny Boy laugh. [Wheat-Stalk, Bumble-Bee, Puppy Dog, Mother Bird, Little Birds in nest, Raisin Bowl, Wash-Cloth.] Put under each the page where it is first talked about in the book.

The two directions are written on the board for the children to read silently and do. Allow the children to have their books for re-reading the story.

THE COW (p. 13)

Word study. 1. Sight words: ***love, wanders.***

2. Phonetic words: *cream, apple-tart, lowing, stray, air, pass, wet, showers, meadow.*

("Bossy Letter" rule; Pup, Fuss, and Nut jingles; AR, OW (know), AY, OW (cow).)

3. Variants: *friendly, gives, winds, cannot.*

4. Teach EAD. Keyword, *head.* Blend: *bread, dead, dreadful, instead, spread, thread, meadow, ready.*

Note: In the ordinary EA combination the children have learned (called "Bossy Letter") it is the long sound of *e.* This phonogram is like the short sound of *e.*

5. Seat work game. Write all the final rhyming words of the poem on the board mixed up and have the children copy them in pairs according to similar sound, or rhyme; as,

white	heart	there	day	pass	showers
might	tart	air	stray	grass	flowers

This is a good way to lead children to see that words may sound alike but be spelled differently.

They may also build up these words with cut-up letters.

Introduction. Conversation about the daily life of the cow, in meadow or pasture, or in the barn.

Oral reading by the teacher, as the children listen with books closed.

Silent reading. *Find and tell:* What the poem is about (the title) . . . Who wrote it? . . . How many stanzas it has . . . How each is numbered and with what word it begins . . . Is this a cross cow? . . . How do we feel towards her? . . . Why? . . .

What does she do in the meadow? . . . Find the lines that describe different kinds of weather she is in. . . . Can she get out of the meadow? . . .

Thought questions. 1. How do we get cream? 2. What other things do we get from the cow? 3. What things would the cow like best in the meadow?

Oral reading. Six children read alternate couplets in relay. Then three children read the three stanzas [1] in relay. Then the teacher reads the first two lines of a stanza, and a child the last two, in so doing helping the child through unconscious imitation to get the fluency that poetry demands. She reads the last two lines and children read the first two lines.

[1] Little numbers are used at the beginning of stanzas, and later with sections of a story, to make it easy to refer to definite parts.

This alternate reading helps children unconsciously to memorize a poem.

During work on this group review Stevenson's "The Sun's Travels" and "The Land of Counterpane" in the First Reader.

Things to do. 1. Construct a meadow scene on the sand table. 2. Make cows of clay or paper. 3. Draw and color a basket of meadow flowers.

DOING THREE THINGS (pp. 14–15)

Purpose: Varied repetition of drills. These drill exercises are to be used daily for ten-minute drills until the next similar exercise is taken. The first two lessons on such pages are full time lessons like other lessons in the book to insure understanding of the text before the brief drill periods begin.

Training children to think. The drill in "Doing Three Things" does six valuable things for the child: (*1*) it concentrates attention; (*2*) it develops accuracy; (*3*) it develops speed in getting the heart of a sentence; (*4*) it brings out the modifying influence of certain words; (*5*) it teaches children to refer to something quickly and correctly; and (*6*) it trains them to remember ideas in right order. These are fundamental in forming good study habits.

Word study. 1. Phonetic words: *ready, chalk, tap, skip, desk, pencil, rub, letter.*

(ALK; Pup, Fun, and Cub jingles; and the rule that *c* before *e* or *i* is soft.) It is a good plan to put the phonetic words on the board and have the children find the words to which the various parts of the review pertain.

2. Variant: *quickly.*

3. Teach *sk.* Key word *sky.* Blend *skip.*

4. Teach the "Dusk" jingle:

Ask esk isk osk usk!
The bat likes to fly in the dusk!

Blend: *cask, flask, mask, task; desk; risk; dusk, husk, rusk, tusk.*

5. Seat work game: words in *ly.* Copy the following words on the board at various times and have the children make new words by adding *ly:*

beautiful	foolish	just	poor	sour
bright	free	late	quick	strange
cold	friend	light	real	strong
cross	fine	near	right	sure
curious	great	nice	short	warm
dark	hard	plain	sick	wide
even	high	pleasant	smooth	wonderful
	hot	polite	soft	

Introduction. The Mother Goose rhyme on page 14. Memorize the rhyme and have the children understand that whenever you say it they are to get ready for a drill game.

Silent reading drill. *First reading for understanding of the procedure* (page 14). Have the children read silently the directions following the Mother Goose rhyme on page 14 (6 lines). Test their understanding of these six lines by having them tell you what the various things are for them to do:

1. Lay hand on next page.
2. Shut book with hand in it. (To keep place, not point.)
3. Teacher says number.
4. They open book.
5. They find number.
6. They read to themselves what it says after the number.
7. They are ready to do the three things.

Emphasize that there are *three things* to do for each number; and that these things must be done in the *right order*. Apply these directions to Number 1, the children raising hands and acting out the three directions. Call on various children to perform these three directions. They will at once catch each other up on such words as *ten* as the required number of steps; *run* back, not walk back, or skip back.

Then go through the formality of laying hand on next page, closing book, etc., and announcing the numbers one after the other and having the children read silently and perform.

Note: Preserve the formality outlined above, or children will not be doing the things simultaneously.

Silent reading procedures for training children to think. To be used for repeated five- to ten-minute drills daily. Remember that the abilities trained in these drills are dependent upon your faithfulness in administering the work.

Drill I

a. Teacher announces number; children find the first thing to do, and either tell it or act it. [Teacher must say, "Find No. 6 — first sentence," etc.]

b. Teacher announces number; children find the first two things to do, and act them.

c. Teacher announces number; children read silently, and then a child acts the three things in succession. Class verifies from memory. If there is a division of opinion, a child is directed to consult the book.

d. Teacher (or child) acts the three things given for a number; children find the number. Direct them always to begin at *1* and read quickly down through the directions, until they find the one that describes the three acts performed. See which children jump at conclusions too soon in Numbers 6–9; and emphasize that they must read all three sentences before they are sure.

e. Teacher announces Numbers *6* and *7* and asks how they are different.

f. Teacher announces Numbers *8* and *9* and asks how they are different. [Teacher should write six words on the board before calling for these numbers, two of the words being *seat.*]

g. Teacher gives number; children find certain words in certain lines; as, "Find the first word in the second line — No 5." [Open]

Picture study and silent reading. Which sentence is the boy acting? [Second in No. 4.]

Silent reading card game. The sentences in this exercise and others of a similar nature may be copied on cards for a five-minute impromptu testing game. Cards are distributed face down on the desks; the child called on, looks at his card while the teacher counts five, then hands it to a second child who verifies the first child's three acts.

Test of drill exercises in doing three things. When you reach page 24 in the Second Reader, the improvement of the class is estimated by giving them a test of directions based on "Doing Three Things," page 14. Thus you have a chance to check up definitely on the results of your drill periods. (See page 25.)

THE DEEP HOLE (pp. 16–18)

Word study. 1. Sight words: ***palms, almost, shovel, often, death.***

2. Phonetic words: *deep, digging, sand, below, desert, dry, sound, rung, suppose, dreadful, starved, fill, awful, fear, drown.*

(EE, AND, Y, OUND, AR, ILL, AW, OW (cow), EAD; Pup and Bug jingles; "Little Lazy *e*" and "Bossy Letter" rules; *ang, eng, ing, ong, ung.*)

3. Variants: *talking, nearly, I'm, waves, creeping.*

4. Teach silent letters, developing the idea from the following words: brou*gh*t, hi*gh*, *h*our, *k*nocked, *k*now, mi*gh*t, ni*gh*t, ri*gh*t, tau*gh*t, thou*gh*t, throu*gh*, *w*rote. Have the children underline the letters that are not

sounded and draw the conclusion in the form of a rule. Have them find silent letters in *often*, *palms*, *listen*, and *Christmas*.

5. Review First Year words that begin with the syllable *be*, detach and sound: became, because, began, begin, become, before, behind, believe, beneath, beside, begin. Blend *below* and *between* (be-low, be-tween).

6. Seat work. 1. Rhyming game. (See page 17.)

sea	below	dry	ground	tea	away	near	go
me	grow	I	sound	be	play	fear	below

2. Make a list of all the words that end in *ing* in the poem to see which is used the most. (*digging*, 16 times; *talking*, 1; *creeping*, 1.)

Introduction. Conversation about the pictures; fun at the sea-shore. Review "The Sun's Travels" to visualize the Chinese on the other side of the world from the American boy; two different places where sand is: American sea-shore and Asiatic desert. Why are the two boys digging? . . . How are they different? . . . What kind of house is shown on page 17? . . . [Chinese pagoda.]

Oral reading by the teacher, while the children follow in their books.

Silent reading. *To find big ideas:*

Stanza 1. A little white boy is digging.
How, where, why.
Stanza 2. A little Chinese boy is digging.
How, where, what they hope to do.
Stanza 3. The interruption.
What, when, what might come of it.
Stanza 4. What the little white boy does.
How he feels, what he does, why.

Oral reading. Have children read aloud to bring out the ideas emphasized under silent reading.

Final oral reading by the teacher. Or concert reading by children and teacher, the children reading softly, and the teacher dominating the reading, to give the swing of emotion.

Note: Concert reading is usually rightly condemned, but this reading softly with the teacher can be made a very profitable exercise because it often carries the children unconsciously into a better phrasing and enjoyment of the rhythm. They are carried along into feeling the emotion in spite of themselves.

Things to do. 1. Make a sea-shore on the sand table with sea, shore, boat, lighthouse, and children playing. 2. Build a fort in the sand. 3. Make and color a paper hat like the Chinese boy's. 4. Make a Chinese house, or pagoda. 5. Make an oasis in the desert with palm trees, tents of the Arabs, and a camel caravan. 6. Paint a picture of a ship at sea.

THE FOX AND THE STORK (p. 19)

Word study. 1. Sight word: ***tongue.***

2. Phonetic words: *stork, lapped, food, jar, Tit, Tat.*
(OR, OO, AR; Pup and Nut jingles; silent letters.)

3. Variants: *placed, low, dish, bill, easily.*

4. Review silent letters. (See page 20.)

5. Seat work alphabet game. Write the letters of the alphabet on the board in a vertical column as a model. Have the children copy them and then fill in beside each letter the words from the fable on page 19 that begin with that letter. This may also be done with cut-up letters. (Several periods.)

a — and, a, asked
b — because, bill
c — come, could
d — day, dish, dinner, did
e — eat, easily
f — fox, food, from, fed, for
g —
h — have, him, He, had, hand, his, her
i — invited
j — jar
k —
l — low, long, lapped
m — Mr., Mrs.
n — not, next
o — one, on, other
p — placed, put
q —
r —
s — stork, supper, she
t — the, to, table, tongue, tall, This, Tat, Tit
u — up
v —
w — with, was
x —
y —
z —

Informal silent reading test. Have the children begin to read page 19 at the same moment; and when they finish the page, lay their heads on the desks and play "go to sleep."

Keep a record of the order in which the higher half of the class finish (speed). Test them by having them come up and whisper to you who ate out of the tall jar. [Stork.] Put on the board the names of the children who had the answer right.

Oral reading. *Find and read aloud:* (*1*) The time words. ["One day" and "The next day."] (*2*) Sections that tell the following, which you write on the board for their silent reading —

Scene 1	*Scene 2*
Who was asked	Who was invited
How they got ready	How she got ready
What they did	What they did

Find the parts that tell why the animals could not eat. . . . With what word does each part begin? . . . [*because*]. Out of what did each animal eat? . . .

Rapid silent reading. Ask all kinds of questions that force the children to read rapidly down the page to find the answer.

Thought questions. What does "Tit for Tat" mean? . . . Would a boy or girl who gives Tit for Tat make a good friend? . . .

AT MR. FOX'S HOUSE (p. 20)

Word study: 1. Sight word: ***Pshaw.*** (Silent letter: *p.*)

2. Variants: *Fox's, knock, skips, opens.*

3. Game: Washing the Blackboard's face. (See page 15.)

Silent reading. *1. Rapid reference reading.* Find the speakers (reference reading up and down the left side at the margin). . . . Who is 1st, 2d, 3d, 4th, 5th? . . . (Then mix numbers.) . . . Who speaks the more times? [fox] . . . Why? . . .

2. Silent reading tested in pantomime. The difference between the speeches and the directions for pantomiming is shown in size of type. The children read the directions and pantomime them.

3. They find words that tell actions. [Puts, hears, skips, opens, shakes hands, walk, sit.]

Oral reading. 1. *Dialogue.* Have the children practice reading it aloud to bring out the feelings in the exclamatory sentences. They can show hunger, enjoyment, disgust.

2. *Dramatic reading and pantomime.* Let two children read the dialogue; and they or two other children act the stage play or directions.

Informal dramatizing. Play the scene without regard for memorizing the lines.

Things to do. Draw or paint a picture of a fox and a stork. 2. Mould the tall jar and the low dish in clay or plasticine.

AT MRS. STORK'S HOUSE (p. 21)

Word study. 1. Phonetic words: *use, pouts.* Review OU and "Little Lazy *e.*"

2. Variants: *stork's, teach, brings, fool.*

3. Teach how compounds are made by bringing two words together: *into* from *in* and *to; upon* from *up* and *on; cannot* from *can* and *not; whatever* from *what* and *ever.* Blend from *ever: whoever, whenever, wherever, whatever.*

Silent and oral reading. (See page 23.)

Thought question. What did Mrs. Stork teach Mr. Fox? [It pays to be kind] . . . Who was the better neighbor — Mr. Fox or Mrs. Stork? . . . Why? . . .

Things to do. 1. Draw or paint the fox and the stork eating dinner. 2. Entertain another group of children by playing the stories.

SMILES AND TEARS (pp. 22–23)

Word study. 1. Sight words: ***whene'er, done, ought.***

2. Phonetic words: *smiles, tears, seems, disappears, isn't, reason, closes, eyelids, tight.*

(EE, "Little Lazy *e*," and "Bossy Letter" rule.)

3. Variants: *smile, pout, hides, rains, mornings.* Compound: *whatever.*

4. Teach contractions: *I'm, I'll, whate'er, whene'er,* by writing the word complete and then striking out the letter vertically.

isn't	won't	'tis	wasn't	you've
He'll	I've	didn't	we're	

Note: With some classes it would be well to explain that these words are contracted for purposes of rhythm. The lines of the poem might be read either by the children or the teacher (depending upon the amount of time that can be used) using the word in its complete form, and then contrasting it with the rhythmic sound when the abbreviated form is used.

5. Teach *sm.* Key word: *small.*

6. Seat work rhyming game. (See page 17.)

out	sun	disappears	why	me	tight
pout	done	tears	cry	tea	light

Introduction. Fun at picnics. When is it smiling outdoors? [clear] . . . When, crying? [raining] . . .

Oral reading by teacher.

Silent and oral reading. Where is big brother going? . . . Little sister? . . . Find lines that describe each. . . . Read alternate lines with the teacher. . . . Find and read the lines that rhyme. . . . Learn the poem by saying lines or couplets alternately. . . .

Things to do. Draw and color a sky with the sun shining in the blue; a rainy sky with clouds.

Test of doing three things. See pages 18 and 295. You have given the children the brief drills outlined for pages 14–15. You will now test them by means of Diagnostic Test No. 31.

Note: Give the test in the drill period of the 16th day. (Page 12.)

Talking about the test. In drill periods on the 18th or 19th day (p. 12) go over the tests with the children, show why mistakes were made, and have one child read aloud while another child does on the board exactly what is said. Stress *accurate* doing and *complete* doing. Show why it is necessary to read all of the parts of a unit before doing. (Unit C.)

THE REASON WHY (p. 24)

Word study. 1. Sight word: ***post.***

2. Phonetic words: *creek, bumped, lamp, leaned, far, clouds.*

(EE, AR, OU; Drum jingle; and "Bossy Letter" rule.)

3. Develop the rule that EE, EA, E, and long *e* usually have the same sound of *e*, using the words *creek, leaned, he,* and *here.*

4. Seat work. Copy the sentences that belong together on page 24.

Introduction. Review page 19 to find the word that tells why [*because*]. Review pages 22–23 to find the phrase "the reason why."

Oral reading drills. *Quick reference reading.* Teacher announces a number; children find, read silently; and then read aloud the part that finishes the sentence by giving the *because* idea.

Silent reading drills. *To be repeated daily in five- to ten-minute periods* until the next silent reading drill, in Group II.

Drill II

a. Teacher reads one of the clauses aloud; children find the number for it.

b. Teacher announces a number from 1 to 5; children read silently to find the number of the part that completes the idea.

c. Teacher announces a number from 6 to 10; children find number of part above that begins thought.

d. Children find the numbers that go together to make sense.

Value. Training of reasoning powers; meaning of word *because* exemplified: quickness in finding things on a page.

Note: See page 297, for Diagnostic Test No. 33 to be administered later.

Note: The teacher should regard the schedule of basal lessons at the beginning of each group as her best friend, for there she will find the assignments for the basal reading periods and for the drill periods (in italics) to make a well-balanced course. Turn to page 31 and observe that while the basal lessons deal with new material the drill periods (italics) from the 20th to the 29th day are devoted to the Reasoning Drill given on this page, and on the 29th day the test of this drill is administered (Diagnostic Test No. 33).

THE FARMER AND THE STORK (p. 25)

Word study. 1. Phonetic words: *bad, lame, fly.*
("Little Lazy *e*"; Mud jingle; and Y.)
2. Variant: *killed.*

Note: These are easy words that children should be able to read.

Silent reading test: *Rate and comprehension.* Diagnostic Test No. 32 *a* and *b*. (See page 296.)

Note: Give the test in the basal reading period. (1) Have the children read silently for rate (Diagnostic Test No. 32a), putting a ring around the word they were reading at the end of a minute, when you say, "Stop." Have them finish the story. (2) As you collect these papers, distribute Test No. 32b. Have children write their names at top. Then have them underline words that answer questions. If necessary, the drill period may be taken for the comprehension test (32b).

A STORY PARTY (pp. 1–25)

TABLEAU. Sunny Boy and his Mother (frontispiece) ..... 2 children
READING. Description of Sunny Boy (p. 1, 11 lines)..... 1 child
A PLAY. "Sunny Boy," pp. 1–12..... 11 children
Scene 1. Nursery (pp. 1–2)..... 2 children
Scene 2. In yard (pp. 3–9)..... 6 children
Scene 3. Indoors (pp. 10–12)..... 3 children

Characters

Sunny Boy	Bumble-bee
Mother	Puppy Dog
Wheat-stalk	Mrs. Mother Bird
Wind	Father

POEM IN RELAY. "The Cow," p. 13..... 3 children
POEM. (Another of Stevenson's, First Reader)..... 1 child
GAME. Doing Three Things — oral directions, p. 14..... Class
READING IN RELAY. "The Deep Hole," p. 16..... 4 children
READING. "The Fox and the Stork," p. 19..... 2 children
A PLAY. "At Mr. Fox's House," p. 20..... 2 children
A PLAY. "At Mrs. Stork's House," p. 21..... 2 children
POEM IN RELAY. "Smiles and Tears," p. 22..... 3 children
STORY RETOLD. "The Farmer and the Stork," p. 25..... 1 child

CORRELATION WITH OTHER SUBJECTS

Picture study. *Perry Pictures.* Harvesting in Great Northwest wheatfield, 9343; Cow, 1095; Dog, 1092C; seashore, 592; Chinese school, 1947; Chinese girls eating dinner, 1948; pagoda, 1902; Red Fox, 9182, 2 cts.

Conversation. Sunny Boy's dream. Fun with a shovel and a pail. An American child tells a Chinese child about school.

Dramatization. "Sunny Boy," p. 16; "Fox and Stork," pp. 23 and 24.

Language. A Sea-shore Booklet: things to do at the shore.

Health lesson. Cleanliness: body, hair, hands, teeth, face.

Nature Study. Wheat. Bees. Uses of wind. Sunflowers (picture, p. 10). What we get from the cow [milk, cream, leather, glue, horn, hair, meat, cheese, etc.]. Various meadow flowers. How sand is made.

Penmanship. Rhyming words.

Incidental numbers. Quick finding of numbers in reference work.

Music. (*a*) "My Little Yellow Duck": *Columbia record* A3146.
(*b*) "Mother Goose Lullaby": *Victor record* 17719.
(*c*) "Robin Redbreast": *Victor record* 18886.
(*d*) "Blowing Bubbles": *Victor record* 17596.

Games. Railroad Game, p. 12; Washing the Blackboard's Face, p. 15; Rhyming Game, p. 17; Silent reading game: Doing Three Things, p. 19; Silent reading Card Game, p. 20; Alphabet Game, p. 22; The Reason Why, p. 25.

Handwork. Weathercock, p. 14; bumble-bees, p. 14; bird shelter, p. 15; meadow scene on sand table, p. 18; clay cows; basket of meadow flowers, p. 18; light-house, p. 21; pagoda, p. 21; sand-table oasis scene, p. 21; picture of ships at sea, p. 21; clay jar and dish, p. 23; picture of fox and stork, p. 23.

Collections. Grasses; seed-pods; autumn leaves; pictures of flowers, of children of other parts of the world.

SONG GAMES, POEMS, AND STORY-TELLING

Song games. (*a*) Butterflies are flying. Bentley's *Play Songs*, p. 4.
(*b*) My Shadow. Riley and Gaynor's *Songs of Child's World*, 1, p. 62.
(*c*) Little Mousie's Dream. Ripley and Heartz' *Song Development*, p. 56.
(*d*) Wing Foo. Bentley's *Play Songs*, p. 59.

Poems. (*a*) "To a Honey-bee." *Story Hour*, Book 2, p. 28.
(*b*) Richards: "Bumblebee." *Young and Field Second*, p. 189.
(*c*) Taylor: "Thank you, Pretty Cow." *Young and Field Second*, p. 189.
(*d*) Mother Goose: "Come out and play." (See page 339.)

Story-telling. (*a*) "The Sleeping Apple." Poulsson: *Child's World*, p. 7.
(*b*) "The Great Feast." Richards: *The Pig Brother*, p. 17.
(*c*) "Dunny." Hoxie's *Kindergarten Story Book*, p. 1.
(*d*) "The Ten Fairies." Bryant's *Stories to Tell*, p. 103.

SUPPLEMENTARY OR PRACTICE READING

I. STORIES IN OTHER READERS

Note. Primer references are omitted.

(*a*) **The Three Little Pigs.** (Review.)
Winston Second, p. 2.
Riverside Second, p. 79.
Progressive Road, Book 1, p. 56.
Free and Treadwell First, p. 1.
Merrill First, p. 79.
New American Readers, Book 1, p. 35.
Summers First, p. 69.
Story Hour, First year, 2d half, p. 74.
Children's Method Readers, 1st year, 2d half, p. 1.
Edson-Laing, Book 1, p. 35.
Parmly First, p. 32.
Studies in Reading, First, p. 55.
Story Readers, 1st year, p. 126.
American School Reader, Second, p. 4.
Progressive Road, Second, p. 48.

(*b*) **The Boy and the Goat.** (Review.)
Natural Method, Second, p. 8.
Young and Field First, p. 92.
Elson First, p. 84.
New American Readers, Book 1.
New Barnes First, p. 23.
Edson-Laing, Book 1, p. 45.
Beacon First, p. 70.
Kendall First, p. 98.

(*c*) **The Camel and the Jackal.**
Young and Field Second, p. 102.
Child's World, Second, p. 151.
Progressive Road, Book 2, p. 5.
Studies in Reading, Third, p. 49.
Howe Third, p. 9.
Horace Mann Third, p. 27.

(*d*) **The Pouchy Pelican.**
Story Hour, Book 2, p. 179.

II. POEMS IN OTHER READERS

(*a*) **Three Little Kittens** — Mother Goose.
Child's World, First, p. 32.
Free and Treadwell First, p. 90.
Heart of Oak, Book 1, p. 56.
Children's Method Readers, 1st year, 2d half, p. 69.
Young and Field First, p. 131.
Holton-Curry First, p. 118.
Parmly First, p. 80.
Studies in Reading, First, p. 6.
Story Hour, 1st year, 2d half, p. 31.

(*b*) **The Bee and the Flower,** by Tennyson.
Riverside Second, p. 32.
Horace Mann Second, p. 61.

EXTRA WEEK OF PRACTICE READING

I. STORIES IN OTHER READERS

(*a*) **Fiddle Diddle Dee,** by Mary Mapes Dodge.
Riverside Second, p. 69.
Child's World, Second, p. 43.

(*b*) **The Wake-up Story,** by Eudora Bumstead.
Elson Second, p. 7.
Studies in Reading, Second, p. 33.
American School Reader, Second, p. 139.

(*c*) **Childe Rowland.**
Young and Field, Book 2, p. 11.

(*d*) **The White Pigeon.**
Child's World, First, p. 23.

(*e*) **Cock, Mouse, and Little Red Hen,** by Lefevre.
Riverside Second, p. 47.

(*f*) **The Anxious Leaf,** by Henry Ward Beecher.
Child's World, Second, p. 23.
Elson Second, p. 132.
American School Reader, Third, p. 109.

II. POEMS IN OTHER READERS

(*a*) **The Lamplighter,** by Stevenson.
Riverside Second, p. 114.
Merrill Second, p. 180.
Easy Road to Reading, Third, p. 118.
Free and Treadwell Third, p. 50.
Young and Field Third, p. 96.
Holton-Curry Third, p. 23.
Howe Third, p. 11.
Easy Road to Reading, Third, p. 118.

(*b*) **The Peach,** by Rossetti.
Free and Treadwell Second, p. 71.

(*c*) **Playgrounds,** by Alma-Tadema.
Young and Field Second, p. 190.

(*d*) **The Candy Lion,** by Brown.
Riverside Second, p. 125.

III. SILENT READING DRILL EXERCISES

Stone's Silent Reader, Book 1, pp. 1–25.

GROUP II

(Safety First, pp. 26–52)

Theme. Safety. (*1*) Safety from cold by means of fire; prevention of fires. (*2*) Safety, through banding together in friendliness, *versus* quarreling. (*3*) Safety by means of Signs and Signals in community life.

Pictures. (*1*) A series of Indian pictures: wigwams, costumes, animals. (*2*) Poetic representation of Frost personified.

Specific objectives:

1. To bring out the dramatic elements of a story.
2. To develop endurance in reading and remembering longer units.
3. To have children use the study suggestions in the book (pages 26, 42, and 43 of the Second Reader).
4. To find the pictures in poems.
5. To put life into the reading of conversation.
6. To grasp the thought of questions quickly and to answer them quickly, accurately, and fluently.
7. To teach *A U; sn, thr,* and *spr;* and the endings *er, est, le, el,* and *ness.*
8. To improve in speed and comprehension in silent reading; endurance test in reading a longer unit.

Vocabulary. 21 sight words; 91 phonetic words; 57 variants of Primer and First Reader words or compounds of known words. (See page xxxvii.)

Materials.

1. Phonic cards.

Front	*Back*	*Front*	*Back*	*Front*	*Back*
snow sn	sn	three thr	thr	sprang spr	spr

Front	*Back*
naughty au	au

2. Diagnostic tests Nos. 33–35.[1]

No. 33. Reasoning. Pp. 39 and 297.
No. 34. Rate and comprehension. Pp. 40 and 298.
No. 35. Verbal appreciation. Pp. 40 and 299.

[1] Furnished by the publishers in inexpensive form.

3. Phrases and sentences for perception drills:

The Frost Spirit; the two old women; beast or bird; near the village; the raven's feathers; the bush by the path; carrying the fire-brand; sorry to lose his tail; ten million dollars; a fire-alarm box; their enemies; the single stick; the homeward track; obey this sign; Listen — danger.

Supplying different words at blanks:

On the ..... side (north, south, east, west, far, near, safe).
as ..... as the moon (clear, bright, white).
a ..... Indian (tall, young, swift).
I will ask the ..... (wolf, serpent, frog).
There also lived a ..... (bat, bear, frog).
hear me ..... (cough, call, whisper).
Three little ..... (papers, flames, blocks, shavings, sparks).
Seven ..... (sticks, sons, Indians, torches, lamps, signs).
The ..... of the year (spring, summer, autumn).
no longer ..... (straight, clear, loud, safe, sad).

Bird's-eye view of Group II. The following chart gives the purpose to be served by the various selections of the group:

	Selection	*Theme*	*Purpose*	*Sight words*
Story interest	**How Indians Got Fire,** pp. 26–41	Indian legend about origin of fire.	To interest children in Indian stories.	
	1st story, p. 26	Why fire was so needed.	To set the scene — coldness.	women. wigwam.
	2d story, p. 29	How Wolf served the Indians — forming of a plan.	To get the action of the story.	young, feathers, wolf, cough, bush, path.
	3d story, p. 35	How Wolf's plans worked out.	To play up good team work.	straight.
	4th story, p. 39	How the fire-brand was saved for the Indians.	To show the perseverance and bravery of the animals.	carrying. lose. woman.
	One Little Fire-Cracker, p. 42 Poem: *Appreciation*	How fires spread; safety from fire; danger of the little fires.	To bring out the growing quality of fire. Numerical steps picturized.	papers.
	Bundle of Sticks, p. 44 Fable: *SR drill*	Safety in sticking together; union.	To teach that it is better not to fight or quarrel.	sons. single.
	Bundle of Sticks, p. 45 Monologue: *OR and SR drills*	Ditto.	To drill in silent and oral reading.	
	Golden-rod, p. 46 Poem: *Appreciation*	Seasons of year compared to parts of a day; flowers like flames.	Work of frost; rhymes and pictures in poem.	autumn. homeward.

Selection	*Theme*	*Purpose*	*Sight words*
Signs and Signals, p. 48 Drill: *Questions and answers*	Ways of securing safety in community through signs.	To cultivate habit of carefulness. Accurate quick reading; memory.	signs, listen, obey, Danger.
Wiggle Tad, p. 50 *Endurance Test: rate and comprehension*	Work brings development.	To test rate and comprehension.	

Schedule of basal lessons. The lessons for Group II are as follows:

20. Story 1, "The Frost Spirit," pages 26–28. *Drill II–a*, p. 25.
21. Story 2, "The Fire-Brand," pages 29-31. *Drill II–b*, p. 25.
22. Story 2, "The Fire-Brand," pages 32–34, continued. *Drill II–c*, p. 25.
23. Story 3, "How the Squirrel Got a Curly Tail," pages 35–38. *Drill II–d*, p. 25.
24. Story 4, "How the Frog Lost His Tail," pages 39–41. *Drill II, a–d*, p. 25.
25. Dramatization: Playing the Story, "How the Indians Got Fire," pages 26–41.
26. Poem, "One Little Fire-Cracker," pages 42–43. *Drill II–a*, p. 25.
27. Poem, "One Little Fire-Cracker," continued. *Drill II–b*, p. 25.
28. Fable, "Bundle of Sticks," page 44. *Drill II–c*, p. 25.
29. Monologue, "Bundle of Sticks," page 45. *Drill II–d*, p. 25.
30. Poem, "Golden-rod," pages 46–47. *Test of Drill II* (Diagnostic Test No. 33), pp. 39 and 297.
31. Poem, "Golden-rod," continued. *Review drill.*
32. Silent reading drill, "Signs and Signals," pp. 48–49. *Drill III, a–b*, p. 39.
33. Silent reading drill, "Signs and Signals," continued. *Drill III, a–b*, p. 39.
34. Silent reading test, "Wiggle Tad," pages 50–52. *Rate and comprehension* (Diagnostic Test No. 34), pp. 40 and 298.
35. Silent reading test, "Wiggle Tad," continued. *Test of verbal appreciation* (Diagnostic Test No. 35), pp. 40 and 299.
36. Entertainment: Story Party. Motivated review, pages 26–52.

OPTIONAL AND SUPPLEMENTARY

I. **Correlation with other subjects.** See page 41.
II. **Song games, poems, and story-telling.** See page 42.
III. **Supplementary reading.** See page 42.
IV. **Extra week of supplementary reading.** See page 43.

HOW FIRE WAS BROUGHT TO THE INDIANS

1. THE FROST SPIRIT (pp. 26–28)

Word study. 1. Sight words: ***women, wigwam.***

2. Phonetic words: *fire, frost* (lost), *spirit, hid, north, snow-flakes, clear, moon, blankets.*

(Rules of "Little Lazy *e*" and "Bossy Letter"; Mud and Bug jingles; OR, OO, ANK, IGHT.) Blend short *i* with *sp* and *r* (spirit).

3. Variants of Primer and First Reader words: *Indians, tells, tightly.*

4. Teach *sn.* Key word, *snow.*

5. Seat work games. 1. Make new words by writing *sn* in front of the following. Or build with cut-up letters.

....ail	....apshot	....atch	....eeze	....ore
....ake	....are	....eak	....iff	....out
....ap	....arl	....eer	....ip	....owy

6. Make compound words by joining *snow* with the following: ball, bird, drift, fall, flake, plow, shoe.

Introduction. Talk about the pictures on pages 26 to 28. Then tell the children that they are to study this reading lesson all by themselves: by doing what the book says on page 26, and then by doing what you write on the board. (See *Organization questions* below.)

Be with the children to guide those who are not self-reliant.

Supervised study. The children read page 26; then do what it tells them to do. What made it cold? . . .

1. Wind blew leaves.
2. Frost hid behind trees and bit.
3. Snow fell.
4. Sun looked cold.
5. Indians had no fire.

Thought questions. 1. What means did the Indians use to keep warm before they got fire? (blankets, tents) . . . 2. Why did Frost Spirit hide on the north side of tree? (colder) . . .

Organization questions. Copy the following questions on the board for the children to find out:

Which page tells about the cold?
Which about the old woman?

Oral reading. Have children read to emphasize the cold.

Things to do. Make an Indian wigwam; paper doll Indians; clay models of the animals of the story. Continue the project throughout Group II.

2. THE FIRE-BRAND (pp. 29–31)

Word study. 1. Sight words: ***young, feathers, wolf, cough.***

2. Phonetic words: *fire-brand, beast, swiftly, antlers, raven, smoke, keeps, serpent, loud.*

("Little Lazy *e*" and "Bossy Letter"; AND; *ant, ent, int, ont, unt;* ER; OU; *af, ef, if, of, uf;* and final *ly.*)

3. Variants: *watching, raven's.*

4. Teach the ending *er,* developing it from some of the vocabulary of the first year:

after	dinner	grandfather	other	shelter
another	either	hammer	over	silver
answer	ever	master	quarter	teacher
bigger	finger	number	river	together
butter	farmer	nearer	rooster	water
carpenter	father	never	reader	winter

5. Seat work. Copy the above words on the board and have the children write five sentences using some of the words.

Introduction. How fire can be carried from one place to another. (Get idea of fire-brand.)

Silent reading. *First reading to find out:* What does the young Indian want them to do? . . . What animals are spoken of? . . . What is said against each animal? . . . Which animal do they decide to ask? . . . Why? . . . What bargain is made with the wolf? . . . What does the wolf tell the Indian to do? . . .

Rapid reading for organization.

Lines 1–3, p. 29. Young Indian's plan to get animals to help.
Line 4, p. 29 to Line 5, p. 31. Things said against different animals.
Lines 6–9, p. 31. Reasons for asking the wolf.
Line 10, p. 31 to end of page. Bargain with the wolf.

Oral reading. Have children compete in reading the four sections under *Organization* aloud, two children reading a section one after the other. Then practice on the speeches for a Story Party.

Dramatization. Play the Story.

2. THE FIRE-BRAND (continued; pp. 32–34)

Word study. 1. Sight words: ***bush, path.***

2. Phonetic words: *village, frog, also* (call), *bat, rushes, rock, happens.*

(ILL; *ash, esh, ish, osh, ush;* and Bug, Nut, Duck, and Pup jingles.)

3. Variants: *keep, coughed, happened.*

4. Seat work game: final *er.* Have the children use these words in "story" sentences.

antler	flower	wander
corner	shower	whisper

Silent reading. *First reading to find out.* What other animals does the wolf get to help him? . . . What does he tell each one to do? . . . Find out what he said and did at the old woman's tent? . . .

Organization questions:

Page 32. The Wolf's directions to the other animals.
Page 33. How the wolf got into the wigwam.
Page 34. How the wolf got the fire.

Oral reading and dramatization. See page 33.

3. HOW THE SQUIRREL GOT A CURLY TAIL (pp. 35–38)

Word study. 1. Sight word: ***straight.*** (Silent letters, *gh.*)

2. Phonetic words: *curly, indeed, threw, sprang, throw.*

(UR, EE, EW, OW (know); *ang, eng, ing, ong, ung;* and Fun Jingle.)

3. Variants: *longer, curled, bushy.*

4. Game. Review first year vocabulary with silent letters. Copy on the board (or a chart) and have children find the silent letters (*w, t, k,* and *gh*).

answered	frightened	laughed	thought
caught	knocked	naughty	through
fasten	know	taught	wrote

5. Teach *thr.* Key word, *three.* Blend *throw, threw.*

Introduction. Anticipate the story in conversation: What are the other animals supposed to do? . . .

Silent reading. *First reading to find out:* How did the Wolf's plans work out? . . .

Thought questions. Is it safe to play with fire? . . . Why not? . . . Which animal would say it was not? . . . How did the Indians reward him for his courage? . . . What would have happened if the animals had not been at their posts? . . . (Emphasize team play, obedience to instructions in a crisis, etc.)

Oral reading. Practice the sections in relay. Put life into the speeches.

Dramatization. Play the story. Find how many characters.

4. HOW THE FROG LOST HIS TAIL (pp. 39–41)

Word study. 1. Sight words: ***carrying, woman, lose.***

2. Phonetic words: *safe, burning, danced, sad.*

3. Variants: *chasing, wood, dancing, live, stone.*

4. Develop long vowel phonograms from the rule that "Little Lazy *e*" makes *a* long (say its name):

Abe	(f)ade	(c)age	(t)ale	(p)ane	(h)are	(l)ate
(l)ace	(s)afe	(c)ake	(s)ame	(sh)ape	(ch)ase	(w)ave

Form words by putting consonants in front of them, as indicated.

5. Seat work: Words in final *ing*. Add *ing* to the following: *whisper, wink, stretch, wander, dry, sound, fill, creep, drown, knock, watch, cough, happen, carry, burn.*

Pronounce final *g* carefully.

Introduction. Call for the story to date. Query: Who has the fire-brand?

Silent reading. *To find out* how the frog lost his tail; and how he was rewarded. . . . Why did the frog put the fire-brand in his mouth? . . .

Organization questions. Copy on the board; and have the children read and find the parts:

1. How did the frog get away from the old women?
2. What did the frog do after he got away?
3. What did the Indians do for the frog?

Oral reading. Practice the sections under *Organization.* (See above.)

Picture review. Compare the Indians on pages 26, 28, and 41. Compare the wigwams on pages 30 and 33. Which animals are not pictured? What is the Indian boy doing?

ONE LITTLE FIRE-CRACKER (pp. 42–43)

Word study. 1. Sight word: ***papers.***

2. Phonetic words: *cracker, shavings, eager, lark, spark, blaze, flames, sorts, trim, timbers, blocks, million, dollars, heap, fire-alarm, picture, bonfire.*

("Bossy Letter" and "Little Lazy *e*"; Duck, Drum, and Fun Jingles; AR, OR, ILL.)

3. Variants: *burned, burn, buildings, blackened, seen, nearest, firemen.*

4. Teach final *est*, developing the ending from *fairest*. Blend *er* and *est* words.

1	2	3 or more	1	2	3 or more
tall	tall*er*	tall*est*	clear	clear*er*	clear*est*
quick	quick*er*	quick*est*	young	young*er*	young*est*
deep	deep*er*	deep*est*	loud	loud*er*	loud*est*
low	low*er*	low*est*	near	near*er*	near*est*
tight	tight*er*	tight*est*	old	old*er*	old*est*

Note: Bring out ideas of 1 and 2 by saying, "Make up a story (with *tall*) for 1 boy (*John is tall*); about 2 boys (*John is taller than Edward*).

5. Seat work. (*a*) Blackboard rhyming game (page 17).

lark	blaze	burn	fright	leap
spark	ways	turn	sight	heap

(*b*) Beheading game. Cut off the head of a word to make a new one; as cut *l* from *lark* to get *ark*. Use *lark, spark, park, sticks, trim, burn, for, turn, fire, fright, blocks.*

Introduction and study reading. *Children read silently* the introduction on page 42 in the book and work on the lesson quietly. Watch to see who have difficulty getting started.

Thought questions. Take each couplet and ask "why" of the second line. Have the children give the ten steps from memory. See how many can repeat the phraseology of the couplet.

Oral reading. Read the couplets in relay. Final reading by teacher, with the children reading softly at the pace she sets.

Discussion, seat work, or language. Study equipment on page 43.

Things to do. Suggestion 4, page 43, Second Reader.

THE BUNDLE OF STICKS (p. 44)

Word study. 1. Sight words: ***sons, single.***

2. Phonetic words: *bundle, fight, enemies, glad, weak, broke.* (IGHT; "Little Lazy *e*" and "Bossy Letter"; Mud and Fun jingles.) Underline syllables in *enemies.*

3. Variants: *themselves, friends, son, break, handed.*

4. Teach final *le* and *el*, developing them from the following:

Dapp*le* Gray	ridd*le*	unc*le*	nick*el*
Gobb*le*	tab*le*	wigg*le*	trav*el*
peop*le*	tumb*le*	tick*le*	

Write *bundle* and *single* on the board and sound them. Final *e* is silent.

5. Seat work alphabet game. (See page 22.)

Informal silent reading test. (See page 22.) What did the father say? (Last line.)

Organization. *Read to find the main idea.* Superior numbers emphasize the five paragraphs:

1st ¶ Sons would fight,
2d ¶ Father wanted to teach them not to fight;
3d ¶ He asks each son to break a bundle of sticks; and each fails;
4th ¶ Each easily breaks a single stick,
5th ¶ The conclusion; or the object lesson: Fighting sons are like single sticks.

Oral reading. By sections with superior numbers; children practice in relay, five to the page.

MONOLOGUE (Say and Do, p. 45)

Word study. 1. Phonetic words: *picks, hurt, nods.* (UR; and Duck and Mud jingles.)

2. Variants: *fighting, sadly, fastens, enemy, watch, breaks.*

3. Review the long sound of *a* in "Bossy Letter" phonograms and build words:

(p)aid	(p)ail	(ch)ain	(r)ais(e)
(w)aif	(m)aim	(f)air	(b)ait

4. Game: Finding Things. Write on the board the following words and have the children compete in underlining the silent letters with colored chalk:

crum*b*s	of*t*en	*P*shaw	strai*gh*t
pa*l*ms	tong*ue*	ou*gh*t	

Silent reading. 1. *Rapid reference reading.* What the superior numbers mark? . . . Which are speaking? . . . Which are doing? . . .

2. *Reference drills.* (*a*) Say a number; children read silently and tell the idea in their own words. (*b*) Read a line and have children find section number for it.

3. *Pantomime.* The "Do" parts. (See page 23.)

4. *Find words* for actions in "Do" parts. (See page 23.)

Oral reading. 1. *Monologue.* Bring out the feelings of the father: impatience; persuasiveness; earnestness. (Express these ideas in language children can undertand.)

2. *Dramatic reading and pantomime.* Children practice the *say* and *do* parts, one speaking and one acting. Practice for party.

3. *Informal dramatizing.* Play page 45.

Things to do: *test of silent reading.* Draw and color the seven sticks when they were like the sons quarreling and put a cross underneath. Now draw and color them as they would be when the sons were good friends. Put a dot underneath.

GOLDEN-ROD (pp. 46–47)

Word study. 1. Sight words: ***autumn, homeward.***

2. Phonetic words: *Golden-rod, spring, year, noontide, torches, flare, town, distant, quite, contented, track.*

(OLD, OO, OR, OW (cow) EE; Fun, Duck, and Mud jingles; *ang, eng, ing, ong, ung; as, es, is, os, us;* and *ant, ent, int, ont, unt.*)

3. Variants and compounds: *winter's, golden, lighted, roadside, street-lamps, bee, meadows, darkness, falls.*

4. Teach *spr.* Key word, *sprang.* Blend: *spring, spray, spry.*

5. Teach AU. Key word, *naughty.* Blend *autumn* (silent n), *Santa Claus, August, automobile.*

6. Seat work: Rhyming game. (See page 17.)

year	bright	everywhere	town	bee	back	lost	about
clear	night	flare	down	see	track	frost	out

Introduction. Choose from the following:

(*a*) Frank Dempster Sherman's poem, "The Dewdrop," page 92, First Reader. (Dew compared to a star.) "Here is another poem with a pretty idea in it. Listen to see whether you can find the idea." (Teacher reads.)

(*b*) When does Golden-rod come? (fall) . . . What makes it lose its color? (frost) . . .

(*c*) Change of season shown in flowers — spring, summer, and autumn are like morning, noon, evening, or night. Have a picture of golden-rod. Teacher reads and children listen.

Silent reading. *Find definite things:* Which seasons are compared to morning, noon, evening, and night? . . . When the poet says "in the evening" in the second stanza is he thinking of spring or autumn? . . . Find the "golden torches" in the picture. . . . To what does he compare the golden-rod stalks? . . . To what, the road? . . . What is he thinking of when he says "homeward track"? . . . Which stanza describes the picture on page 45? . . . Find the snuffers in the picture.

Oral reading. Read the poem in relay, first by couplets, then by stanzas. Teacher and children alternate first; then two or more children.

Learn the poem by saying it alternately, children and teacher.

Verbal appreciation. Read or recite the poems on pages 13, 16, 22, 42, and 46, pausing at the end of each line for the children to supply the words.

Test of "The Reason Why" drills: because you have given the children daily the brief drills outlined on page 25 for page 24 of the Reader, you will now test them by means of Diagnostic Test No. 33. (See pages 25 and 297.)

Something to do. Draw a butterfly, a bee, or a stalk of golden-rod, and color it.

SIGNS AND SIGNALS (pp. 48–49)

Word study. 1. Sight words: ***signs, listen, obey, danger.***

2. Phonetic words: *car, safety, zone, signals, carefully, save, life, order, park, mean, trespassing, admittance.*

(AR, OR; "Little Lazy *e*," "Bossy Letter" rules; Bug, Mud, and Fuss jingles; final *er*, *y*, and *ly*.)

3. Variants: *answers, sign.*

4. Teach final *ness*. Key word, *darkness.*

5. Seat work games. (1) Form words by combining the following with *ness:*

First year vocabulary

big	cross	full	gray	near	red	slow	still
black	dear	fair	high	nice	same	smooth	strange
bright	dark	foolish	late	plain	selfish	soft	white
cold	fine	good	light	polite	sick	sour	warm

Second Reader vocabulary

tall	wet	tight	clear	straight	glad
quick	awful	bad	swift	sad	weak
wide	dreadful	lame	loud	eager	mean

Emphasize that *ness* after a describing word means "being" that way; as, *goodness*, "being good."

(2) Game: Words in *ly*. (See page 18.)

Introduction. Why we need signs and signals for a community. Which ones are most useful?

Procedures for understanding: DRILL III

a. Read italicized heads in order, with questions under each to be sure all the words are understood.

b. Talk about the questions.

Procedures for drill: DRILL III

c. Skip around in calling numbers; children find and read aloud.

d. Teacher reads the sign; children find number.

e. Teacher announces: "Find No. — and tell the 1st question (or 2d, or 3d)."

f. Teacher announces: "Find No. — and answer the 1st, (2d, or 3d) question."

g. Which numbers have three questions? Which have two? Tell the questions in order and for any number.

Value. Training of memory; definiteness and accuracy in answering; listening accurately.

WIGGLE TAD (pp. 50–52)

Word study. 1. Phonetic words: *Tad, legs, mud, hide-and-seek, tired, suddenly, grew, hippety.*

(EE, EW, OO; Mud, Fun, and Pup jingles; "Little Lazy *e*" rule.)

2. Variants and compounds: *Whenever, tadpoles, tadpole, wiggled, frogs, tails, helping, working, holes, dig, sticking, named, Tommy.*

3. Seat work game: Making compounds of *ever* and *every* with *who, when, where, which, for, body, thing.*

4. Automobile game. Second Reader, page 212, section 1, Trip 1.

Silent reading test: *Rate and comprehension.* Diagnostic Test No. 34. (See page 298.)

Re-reading and discussion. Talk over the test with the children. Read the story aloud.

Test of Verbal Appreciation. Diagnostic Test No. 35. (See page 299.) Test of abilities developed by study of poems on pages 13, 16, 22, 42, and 46. Given on 35th day in Drill Period. (See page 31.)

A STORY PARTY (pp. 26–52)

A POEM IN RELAY.	"One Little Fire-Cracker," p. 42	10 children
A FABLE: READING.	"The Bundle of Sticks," p. 44	1 child
A PLAY.	"The Bundle of Sticks," p. 45	8 children
A POEM IN RELAY.	"Golden-rod," p. 46	4 children
A TALK.	"Wiggle Tad," p. 50	1 child
A READING.	"The Frost Spirit," pp. 27–28	2 children

A PLAY. "How the Indians Got Fire," pp. 29–40 ..... 17 children

Characters

Six Indians	Deer
Friend Wolf	Two old women
Frog	Serpent
Squirrel	An Indian Boy
Bat	The young Indian
Bear	

Scenes

With Indians; with Animals; with Indians.

PLAYING SCHOOL. "Signs and Signals," pp. 48–49 ..... 11 children

(One child acts as teacher and reads sign and a question; others sit up front and take turns in answering.)

CORRELATION WITH OTHER SUBJECTS

Picture study. *Perry Pictures.* Indian, 36, 5 cts.; wolf, 9170, 2 cts.; deer, 911; bat, 9202, 2 cts.; squirrels, 903; golden-rod, 9200, 2 cts.; frogs, 6980.

Conversation. Indian customs: tepees, costumes, weapons. Value of fire. Prevention of fire. How to give a fire alarm. Disadvantages of quarreling. Flowers of spring and fall. Signs in the community: how they preserve safety. How a tadpole becomes a frog.

Dramatization. How Fire was brought to Indians. Bundle of sticks.

Language. An Indian Booklet: What he lives in; what he wears; how he lives. An illustrated Animal Booklet: What the wolf, deer, bear, bat, squirrel, serpent, and frog look like. How a Fire Cracker caused a $10,000,000 fire. Printed signs for safety: on way to school, at home, in school.

Health lesson. Danger of the common drinking cup, the common towel; in putting pencils and other things used in common, into the mouth.

Nature study. What makes it cold? How we conquer cold: houses, clothes, furnaces, food, exercise. Change of seasons.

Penmanship. Copy "One Little Fire-Cracker." Copying questions under signs and signals and answering them. (Language.)

Incidental numbers. Counting by tens (pp. 42–43); multiples of 7 (pp. 42–45).

Music. (*a*) "The Squirrel": *Victor record* 17719.

(*b*) "Wind Song": *Columbia record* A3133.

(*c*) "Jacky Frost": *Victor record* 18886.

(*d*) "Pit-a-pat": *Victor record* 17596.

Games. Forming words with *sn*, p. 32; Final *er*, pp. 33 and 34; Silent letters, p. 34; Final *ing*, p. 35; Beheading Game, p. 36; Rhyming Game, p. 36; Automobile Game, p. 40; Finding things, p. 37; Signs and Signals, p. 39; Final *ly*, p. 39; Final *ness*, p. 39.

Handwork. Wigwam. Clay animals. Picture of butterfly, bee, or golden-rod.

Collections: Indian pictures; Indian relics; pictures of animals; aquarium with fish and tadpoles; seeds and dried grasses.

SONG GAMES, POEMS, AND STORY-TELLING

Song games. (*a*) We are Indians. Bentley's *Play Songs*, p. 11.

(*b*) The Leaves' Party. Riley and Gaynor's *Songs of Child's World*, 1, p. 64.

(*c*) Robin Redbreast. Riley and Gaynor's *Songs of Child's World*, 1, p. 73.

(*d*) Frog and Horse. Riley and Gaynor's *Songs of Child's World*, 1, p. 114.

Poems. (*a*) Richards: Jippy and Jimmy. *Young and Field Second*, p. 108.

(*b*) Phœbe Cary: They Didn't Think. *Beacon Second*, p. 32. (First Grade Manual), p. 441.

(*c*) "The Wise Little Pig." *Beacon Second*, p. 100.

(*d*) Cooper: Come, little leaves. *Elson Second*, p. 130; *Child's World, Second*, p. 25.

Story-telling. (*a*) "The Great Feast." Richards: *Golden Windows*, p. 26; *Pig Brother*, p. 17.

(*b*) "Why the Oak Leaves have Notches." Bryce: *That's Why Stories*, p. 145.

(*c*) "The Sailor Man." Bryant's *How to Tell Stories*, p. 201.

(*d*) "The Sun, Moon, and Wind went to Dinner." Coe's *Second Book of Stories*, p. 5.

SUPPLEMENTARY OR PRACTICE READING

I. STORIES IN OTHER READERS

(*a*) **The Gingerbread Boy**, Pancake, etc. (Review.)
Merrill Second, p. 13.
Progressive Road, Book 2, p. 21.
Progressive Road, Book 1, p. 81.
Baker and Thorndike First, p. 53.
Haliburton First, p. 52.
Summers First, p. 83.
Beacon First, pp. 7 and 83.
Children's Method Reader, 1st year, 1st half, p. 55.
Elson First, p. 142.
Horace Mann First, p. 125.
Riverside First, p. 106.
Studies in Reading, First, p. 95.
Edson-Laing Second, p. 28.
Holton-Curry Second, p. 45.
Merrill Second, p. 13.

(*b*) **Animals build House.** (Review.)
Child's World, Second, p. 159. (Play.)
Free and Treadwell First, p. 118.
New American Readers, Book 1, p. 65.
Haliburton First, p. 59.
Easy Road to Reading, First, p. 56.
Story Hour, 1st year, 2d half, p. 7.
New Barnes First, p. 53.
Elson Second, p. 79.

(*c*) **Wind and Sun Fable.**
Free and Treadwell Second, p. 11.
Young and Field, Book 2, p. 54.
Baker and Thorndike Third, p. 24.
Studies in Reading, Second, p. 180.
Heart of Oak, Second, p. 24.

(*d*) **Cedar Tree's Reward.**
Story Hour, Book 2, p. 90.

II. POEMS IN OTHER READERS

(*a*) **The Little Elf Man**, by Bangs.
Winston Second, p. 121.
Free and Treadwell Second, p. 187.
Merrill Second, p. 151.
Horace Mann Second, p. 5.
Easy Road to Reading, First, p. 85.
Haliburton Second, p. 19.

(*b*) **October's Party**, by Cooper.
Studies in Reading, Second, p. 74.
Natural Method, Third, p. 15.

(*c*) **The Swing,** by Stevenson. (First Grade Manual, p. 437.)
Story Hour, Book 2, p. 137.
Winston Second, p. 65.
Free and Treadwell Second, p. 123.
Natural Method, First, p. 110.
Easy Road to Reading, First, p. 26.
Elson First, p. 130.
Gordon First, p. 116.
Studies in Reading, Second, p. 7.
American School Reader, Second, p. 65.

EXTRA WEEK OF PRACTICE READING

I. STORIES IN OTHER READERS

(*a*) **Dumpy the Pony,** by Maud Lindsay.
Riverside Second, p. 40.

(*b*) **Why Cats Wash their faces after eating.**
Baker and Thorndike First, p. 121.
Horace Mann Second, p. 6.
Child's World, First, p. 78.

(*c*) **Hans in Luck,** by Grimm.
Free and Treadwell Second, p. 58.
Natural Method, Second, p. 99. (Play.)
Elson Second, p. 25.
Young and Field Third, p. 23.

(*d*) **The Cedar Tree's Reward.**
Story Hour, Book 2, p. 90.

(*e*) **The Wolf and the Dog.**
Winston Second, p. 19.

(*f*) **The Go-to-Sleep Story,** by Eudora Bumstead.
Elson First, p. 29.
Horace Mann First, p. 55.
Studies in Reading, Second, p. 25.
American School Reader, Second, p. 132.

II. POEMS IN OTHER READERS

(*a*) **Bed in Summer,** by Stevenson. (First Grade Manual, p. 436.)
Beacon Second, p. 81.
Baker and Thorndike Third, p. 38.
Free and Treadwell Second, p. 127.
Horace Mann Second, p. 52.
Natural Method, Second, p. 17.
Story Hour, Second, p. 15.

(*b*) **The Sailor,** by Brown. See p. 350.
Young and Field Second, p. 135.

(*c*) **Grasshopper green.**
Riverside Second, p. 161.
Natural Method, Second, p. 57.

(*d*) **The Bumblebee,** by Richards.
Young and Field Second, p. 106.

III. SILENT READING DRILL EXERCISES

Stone's Silent Reader, Book 1, pp. 26–35, 67–69, 72.

GROUP III

(Doing for Others, pp. 53–82)

Theme. Helping others. Doing kind things for people; for animals. The Christmas Spirit of giving.

Pictures. In the Stool Story homely farm scenes, both indoors and outdoors; with quaint human characters and personified stool and pail that children love. Kindliness and helpfulness pictured. Santa Claus pictures appeal through timeliness.

Specific objectives.

1. To get the main idea and all contributing ideas in a group of sentences, thus strengthening memory for details.

   Note: To further this objective the serial story of this group is broken into sections, each designated by a superior number.

2. To test ability to memorize easy poems quickly.
3. To improve in fluency in reading various sections of a story aloud.
4. To drill in distinguishing dialogue from stage directions.
5. To train children to recognize opposites in words.
6. To teach oo (foot); *sc;* oy; and final *ed.*
7. To test children in recognition of meanings of words.

Vocabulary. 15 sight words; 65 phonetic words; 49 variants of Primer and First Reader or compounds of known words. (See page xxxvii.)

Materials. 1. Phonic cards.

Front	*Back*	*Front*	*Back*	*Front*	*Back*
foot oo	⌣ oo	scampered sc	sc	boy oy	oy

2. Diagnostic Tests Nos. 36–37.[1]

   No. 36. Questions and answers. See p. 300.
   No. 37*a* and *b*. Classifying words. See p. 301.

3. Phrases and sentences for perception drills:

   very kind of you; a fine idea; to seek your fortune; share with you; from the cupboard; up the stairs; the stranger's room; The merry snowbird; through this field; the reindeer's tramp.

   Supplying different words at blanks:

   between ..... and me (you, the stool, the pail, the cage).
   a pair of ..... (arms, horses, shoes).
   part of your ..... (cake, fortune, dinner).

[1] Furnished by the publishers in inexpensive form.

a little old ..... (woman, tray, man, chair).
a ..... upon his head (crown, hat, cap).
up among the ..... (chimneys, clouds, tree-tops).
..... is coming. (Santa Claus, the sleigh, Christmas).

Bird's-eye view of Group II. The following chart gives the purpose to be served by the various selections of the group:

	Selection	*Theme*	*Purpose*	*Sight words*
	The Three-legged Stool, p. 52	Joy in doing for others.	Bring out the many kindnesses a little thing (stool) could think of to do.	
Story interest	1st story, p. 53	How Stool started the good work of thinking of others — pail caught the spirit.	Stress joy of helping others.	idea.
	2d story, p. 57	They get the cow to help — beginning close at hand.	Spreading the idea of helpfulness to others.	
	3d story, p. 60	Seeking farther for more helpful things to do!	Hunting others to help.	
	4th story, p. 63	Rewards coming: apples and new carpet.	Not resting after getting reward.	cover. enough.
	5th story, p. 66	Doing for strangers and needy ones.	Kindness to poor and needy.	cupboard.
	6th story, p. 70	Reward of unselfish service.	Going to trouble for people.	
	The Snow Bird, p. 73 Poem: *Appreciation*	While snow bird is thankful for crumbs, he is glad to be free.	Bring out things to do for birds.	merry. shoes.
	The Fox and the Well, p. 74 Fable: *SR drill*	Deeds, not words, are the best test of friendship.	Visualize the ineffectiveness of mere words. Drill in SR.	
	The Fox and the Well, p. 75 Dialogue: *SR and OR drills*	Actions speak louder than words.	SR and OR drills.	field.
	Tell the Right Word, p. 76 Drill: *Vocabulary*	Antonyms and variations in action words.	To bring out distinctions in meaning; importance of having right meaning.	blood. climbed. iron.
	Santa Claus is Coming, p. 78 Poem: *Appreciation*	How welcome Santa Claus is at Christmas. Helpfulness.	How Santa Claus does kind things for others.	among. chimneys, reindeer. sleigh, halt.
	Christmas Puzzle Game, p. 81 Test: *Classifying words*	Words associated under class names.	To test vocabulary.	

Schedule of basal lessons. The lessons for Group III are as follows:

37. Story 1, "The Little Old Stool," pages 53–56. *SR Drill III–c*, p. 40.
38. Story 2, "The Little Old Stool Plays Helper," pages 57–59. *SR Drill III–d*, p. 40.
39. Story 3, "The Stool Finds a Pair of Arms," pages 60–62. *SR Drill III–e*, p. 40.
40. Story 4, "What the Little Old Stool Got," pages 63–65. *SR Drill III–e*, p. 40.
41. Story 5, "The Stool Plays Helper Again," pages 66–69. *SR Drill III–e*, p. 40.
42. Story 6, "What the Good Fortune Was," pages 70–72. *SR Drill III–f*, p. 40.
43. Dramatization, "The Three-legged Stool," pages 53–72.
44. Poem, "The Snow Bird," page 73. *SR Drill III–f*, p. 40.
45. Poem, "The Snow Bird," continued. *SR Drill III–f*, p. 40.
46. Fable, "The Fox and the Well," page 74. *SR Drill III–g*, p. 40.
47. Dialogue, "The Fox and the Well," page 75. *Test of Drill III* (Diagnostic Test No. 36), p. 52. See page 300.
48. Silent reading drill, "Tell the Right Word," pages 76–77. *Drill IV–a*, p. 53.
49. Silent reading drill, "Tell the Right Word," con. *Drill IV–b*, p. 53.
50. Poem, "Santa Claus is Coming," pages 78–80. *Drill IV–c*, p. 53.
51. Poem, "Santa Claus is Coming," continued. *Drill IV–d*, p. 53.
52. Silent reading test, "Christmas Puzzle Game," pages 81–82. *Test of classifying words.* (Diagnostic Test No. 37*a* and *b*), p. 54 and 301.
53. Silent reading test, pp. 81, 82. Second day, p. 55.
54. Entertainment: Story Party. Motivated review, pages 53–82.

OPTIONAL AND SUPPLEMENTARY

I. Correlation with other subjects. See page 55.

II. Song games, poems, and story-telling. See page 56.

III. Supplementary reading. See page 56.

IV. Extra week of supplementary reading. See page 57.

THE THREE-LEGGED STOOL

1. THE LITTLE OLD STOOL (pp. 53–56)

Word study. 1. Sight word: ***idea.***

2. Phonetic words: *stool, hurried, milking-pail, finished, kind, haven't.* (OO (Moo), UR, IND; "Bossy Letter," Fun jingle; and *ash, esh, ish, sh, ush.*)

3. Variants: *three-legged, carried, milked, milking, started, carry, What's.*

4. Teach the three sounds of *ed* by sorting these: *three-legged, carried, milked, hurried, finished, started.*

ed sounded as a syllable	*ed* as *t*	*ed* as *d*
three-legg*ed*	finish*ed*	carri*ed*
start*ed*	milk*ed*	hurri*ed*

5. Seat work game. Find words with final *ed* in the lesson (pages 53–56).

three-legged	milked	jumped	danced
lived	hurried	finished	laughed
carried	started	answered	

Note: Make all seat work games exercises in silent reading of directions written on board and applied to words. For instance, write: "Find, in pages 53 to 56, all the words that have the ending *ed.*"

Introduction. Playing that things can talk. — "Here is a story about a little stool that could talk and do things like people. What do you think it might want to do?" . . .

Silent and oral reading. *Supervised reading of sections.* Have the children read the sections one at a time and tell you the chief idea, and then all the little ideas. Have them close the books (with a marker for the place) after reading each section. Draw from them by questions every single idea.

Chief ideas

1. Old man and woman had old stool.
2. Old man used stool in milking cow.
3. Old man carried stool and pail back to house.
4. Stool suggested carrying itself to barn and did so.
5. Old man appreciated the stool's kindness.
6. Stool suggested to pail that it carry itself.
7. Old man appreciated pail's kindness.
8. Old man milked cow and carried in the milk.

Then have each section read aloud to see whether they told all the ideas. Use this procedure throughout the story.

Thought questions. Which is more useful in milking the cow — the stool or the pail? . . . Which thinks of more things to do? . . .

Oral reading drills. To secure fluency let slow children practice reading aloud the last three lines on page 56. To improve expression practice sections 4, 5, and 6.

Things to do. Make a pail and a stool out of paper.

2. THE LITTLE OLD STOOL HELPS AGAIN (pp. 57–59)

Word study. 1. Phonetic words: *switching, between, spill.*
(Nut jingle; ILL, EEN.)

2. Variants: *thinking, works, spilled.*

3. Review compounds with *be.* Build *behead, befriend, between.*

4. Number and word game. Back lining, first row of words and numbers:

1. sweet	2. wet	3. east	4. right	5. front
20. sour	13. dry	22. west	25. wrong	19. back

5. Seat work game. Exhibit the five papers that are most satisfactory. Find words with final *ed* in pages 57–60, and use them in other sentences.

waited	answered	jumped
reached	called	spilled

Note: For this silent reading exercise write: "Do two things. First, find words with the ending *ed* on pages 57 to 60. Write them. Then write a little story or thought for each word."

Silent and oral reading. *Supervised.* See page 47.

Chief ideas

1. Old stool suggests that cow help.
2. So cow milked herself, and old man was grateful.
3. Old stool suggested that it and pail carry milk to house.
4. They did so without dropping any milk.

Thought questions. How many kind things does the stool suggest?

3. THE STOOL FINDS A PAIR OF ARMS (pp. 60–62)

Word study. 1. Phonetic words: *pair, fortune, part, creaked.*
("Bossy Letter" and "Little Lazy *e*"; OR and AR.)

2. Variants: *pail, finds, seek, gets, gladly.*

3. Seat work game: *ly.* Make up sentences that tell how. Add *ly* to the following words and use them:

quick....	cross....	slow....	kind....
bright....	pleasant....	polite....	smooth....

Silent and oral reading. *Supervised.* See page 47 for procedure.

Chief ideas

1. Stool suggests to pail that they help again.
2. They tell old man they will seek fortune.
3. They meet strong man who consents to work for old man.
4. They present strong man to little old man.
5. Old man shows his gratitude.
6. Stool and pail are very happy.

Thought questions. Why do they want to help the old man? . . . How did the strong man expect to be paid? . . .

Oral reading. For speed and fluency practice reading in one breath, but with expression, the last four lines on page 62.

4. WHAT THE LITTLE OLD STOOL GOT (pp. 63–65)

Word study. 1. Sight words: ***cover, enough.***

2. Phonetic words: *carpet, shone, toe.*

(AR, "Bossy Letter," and "Little Lazy *e*.")

3. Variants: *matters, covered, apples.*

4. Alphabet game. Write the letters of the alphabet in vertical columns and beside each letter write a word beginning with that letter.

Silent and oral reading. *Supervised study; finding chief ideas.* See page 47 for procedure.

Chief ideas

1. Old man tells wife.
2. Old wife suggests that they do something for them.
3. Old wife suggests denying themselves apples.
4. They are rewarded with apples and a new cover.
5. Old stool suggests doing something more.
6. They tell old man that they go to seek his fortune.
7. They run pell mell out the door.

Thought questions. Who did the more to reward them — the old man or the old woman?

Oral reading drill for fluency. Last three lines on page 65.

5. THE STOOL PLAYS HELPER AGAIN (pp. 66–69)

Word study. 1. Sight word: ***cupboard.***

2. Phonetic words: *share, needs.*

("Lazy *e*" and EE.)

3. Variants: *helper, talk, stranger.*

4. Combine EE with final consonants:

eeb	(b)eef	(s)eem	(p)eep	(b)ees
(w)eed	(h)eel	(s)een	(ch)eer	(b)eet

5. Seat work. Final *er.* Write on board: "Read again the stories on pages 19, 25, and 44, and find all the words that have the ending *er*."

supper (19)	farmer (25)	father (44)	together (44)
dinner (19)	other (25)	better (44)	

Note: Arouse in the children a pride in doing *exactly* and *completely* what the direction on the board says. (May be several lessons.)

Silent and oral reading. *Supervised study: main idea and details.* See pages 47 for procedures.

Main ideas

1. Old stool and pail find a sick man by roadside.
2. They learn that he is tired and hungry.
3. They take him back to old man's house to get food.
4. Stool and pail tell old man they need his help, and he is glad to give it.
5. Stranger is grateful.
6. Old man and wife serve the hungry man and give him a bed.

Thought question. How did the old man and his wife show that they were truly kind? . . .

6. WHAT THE GOOD FORTUNE WAS (pp. 70–72)

Word study. 1. Phonetic words: *room, tray, stairs, crown.* (AY and OW (cow); and "Bossy Letter.")

2. Variant: *stranger's.*

3. Teach second sound of OO. Key word, *foot.* The other sound of OO, previously taught as the phonogram OO from the key word *Moo* is the same sound as OO in *food.* Webster marks the two sounds as follows:

$\overline{oo}$	$\breve{oo}$
food	foot

Blend *room* ($r\breve{oo}m$).

Silent reading. *Supervised: main ideas and details.*

Main ideas

1. Old wife got breakfast.
2. Old stool carried it to room, and old man and wife followed.
3. There was a king instead of stranger.
4. The King wanted to do something for them.
5. The old man and wife said the stool did it all.

Thought question. Why did the King make everybody think him so tired and hungry the day before? . . . [to see who were really kind, even to the poor].

Oral reading. 1. *Re-read* entire story by sections in relay.

2. *For breath control,* lines 4–7 on page 71.

Dramatization. Play the stories.

Things to do. Make a tray. Mould tea-pot, pitcher, and cup and saucer with clay.

THE SNOWBIRD (p. 73)

Word study. 1. Sight words: ***merry, shoes.***

2. Phonetic words: *delight, scattered, cake, nor, cage, bars, printing.* (E, IGHT, OR, AR; Nut jingle; "Little Lazy *e*"; and *ant, ent, int, ont, unt.*)

3. Variants: *hops, wears, happiest, walking, stars, snowbird.*

4. Teach *sc.* Key word, *scampered.* Blend *scattered.*

5. Seat work game: Silent reading applied. From the word *funniest,* develop the rule that when a word ends in *y* it usually changes *y* to *i* before adding *est.* Write on board: "Change *y* to *i* and add *est.*" Then have children apply this SR direction to these words, copying the form in *est.*

funny	tiny	glossy	pretty	sleepy
sunny	early	greedy	hungry	snowy
easy	ready	happy	naughty	friendly

Introduction: Through picture: What season of year? What kind of bird?

Oral reading. Read lines alternately, teacher and children; then two children; then couplets alternately.

Learn the poem (*a*) by reciting it alternately this way, (*b*) by the teacher's pausing at the end of lines and letting children supply rhymes. Write on the board the names of children who learn a stanza quickly.

Thought questions. What does the bird in the cage have that the snowbird sometimes does not have? . . . What does the snowbird have that the caged bird does not have?

THE FOX AND THE WELL (p. 74)

Word study. 1. Phonetic words: *afterwards* (homeward).

2. Variant: *crying.*

Silent reading. 1. *Informal test.* (See page 22.) Question: What was the last thing the fox said? This is not the time to talk.

2. *Finding chief ideas.* Have the children find the lines that tell:

1. What happened to the fox?
2. Who heard him?
3. What did he say?
4. What did the fox say?
5. What did the wolf say?
6. What did the fox say?

Thought question. What does the fox mean by saying "This is not the time to talk?" "Deeds, not words are the test of true friendship."

DIALOGUE (p. 75)

Word study. 1. Sight word: ***field.***

2. Variants: *falling, calling, holds, pulls.*

3. Seat work game: "Read pages 74 and 75 and write down all the words that end in *s*. Use five of the words in little stories."

pass	afterwards	This	runs
Does	What's	holds	falls
is	across	paws	walks
	pulls		looks

Reference reading. *Silent and oral:* to find things quickly on a page.

a. Find the numbers which show who speak. . . .

b. Tell the idea given with each number. . . .

c. Which numbers give speeches? [1, 4, 5] . . . Which, actions, or what the animals do? [2, 3, 6, 7] . . .

d. Which numbers have one sentence only? [6, 7] . . . two sentences? [2, 3] . . . three sentences? [5] . . . four sentences? [1] . . . and five sentences? [4] . . .

e. Reverse this by asking how many sentences are given for different numbers.

f. Teacher calls number; pupils read aloud what is given.

g. Teacher reads a line, or part of a line, pupil finds, and reads entire section aloud.

Test of Drill III. Diagnostic Test No. 36. (See page 300.)

Playing a story. Act the dialogue and actions.

TELL THE RIGHT WORD (pp. 76–77) (*Drill IV*)

Word study. 1. Sight words: ***blood, climbed, iron.***

2. Phonetic words: *Mary, basement, east, pavement, writing, empty, bottle, Edward, drunk, stout, thin, pumps, oil, oak, pane, tin.*

("Lazy *e*" and "Bossy Letter"; OU; OI; Drum, Nut, Mud, Trunk, and Fun jingles; final *le;* and *ant, ent, int, ont, unt.*)

3. Variants and compound: *sets, paper, eaten, crowed, quacked, sunrise.*

4. Seat work game: final *ed.* Write: "Find all the words on pages 76–77 that have the ending *ed.* Write them down. Then put a star before the word in which *ed* sounds like *t.*"

d	*t*
call*ed*	bark*ed*
quack*ed*	
crow*ed*	
climb*ed*	

Verbal understanding. *Drill IV.* The following procedures should be followed in the brief daily drill periods:

a. Discussion of words in parentheses. Talking about the meaning without reading the rest of the sentence. Teacher announces number; children hunt for words in parentheses.

b. Filling in exercise, inserting the right word at each blank. Teacher announces sentences in order; children read silently; and tell the word that suits the meaning.

c. Procedure *b*, with teacher calling numbers in mixed order.

d. Teacher calls number; child tells why a certain word is the right one to use. This exercise combined with "The Reason Why" drill.

e. Teacher calls number; child reads the sentences aloud, filling in the correct word.

f. Children copy the sentences as numbers are announced by teacher, or as seat work. They fill in the right words.

g. Children substitute other words in the blanks for all except numbers 2, 6, 11, 15, and 16 (as, 1, *on, through;* 3, *pretty, little;* 4, *slippery, clean;* 5, *smooth;* 7, *safe;* 8, *Boy Scout;* 9, *cut;* 10, *heavy;* 12, *waked;* 13, *steadily;* 14, *wood*).

h. Children make up other sentences to use the discarded word (as 1, "Mary was going to the *attic.* She fell up the stairs").

SANTA CLAUS IS COMING (pp. 78–80)

Word study. 1. Sight words: ***chimneys, reindeer's, sleigh, halt.***

2. Phonetic words: *Santa Claus, Hark, tramp, pack, He'll, welcome, clad, hair, dimpled, cheek, stocking, hanging.*

(AR, ELL, EE; Drum, Duck, and Mud jingles; "Bossy Letter.")

3. Variants: *ring, bells, city, chin, that's, reindeer.*

4. Games. 1. "Find words that end in *s* and write them under the words Hissing *s* and Buzzing *s*."

Buzzing s		*Hissing s*
Santa Claus	toys	us
is	girls	that's
chimneys	boys	
reindeer's	comes	
bells	goes	
his	stockings	

Introduction. Through singing a Christmas Song. — "Here is a poem about Santa Claus." Teacher reads poem aloud.

Silent reading. *Find:* (*a*) The setting of the poem — Among the roofs (stanza 1); (*b*) Picture of Santa (stanza 3); (*c*) His arrival (stanza 5); (*d*) The refrain (stanzas 2, 4, 6).

Oral reading. (See page 51.) Stanzas 2, 4, and 6 are the refrain. See which children learn it first from memory.

Thought question. How can people be kind at Christmas?

Learn the poem. Let single children practice on the stanza, and the class give the refrain in unison.

Things to do. 1. Draw and color Santa Claus and his sleigh and reindeer. 2. Make a cardboard sleigh and stand-up reindeer. 3. Have a class Christmas tree, with gifts the children make fastened on it.

Timeliness. The February classes should substitute the poem "Rain" for this Christmas poem. (See page 111.)

CHRISTMAS PUZZLE GAME (pp. 81–82)

Word study. 1. Phonetic words: *Christmas* (Silent *t*) *Puzzle* (Buzz), *Ned, Polly, train, skates, drum.*

(Mud and Drum jingles; "Bossy letter" and "Little Lazy *e*" rules; silent letters.)

2. Variants: *write, toy, places, oranges.*

3. Teach OY. Key word, *boy.* Blend *joy* and *toy.* Put *toy, boy,* and *oil* on the board and develop the similarity of sound in *oy* and *oi.*

4. Automobile game. Second Reader, page 212, sections 1–3.

Test: *Classifying words.* Diagnostic Test No. 37 *a* and *b.* (See page 301.)

Talking about the test. Use pages 81–82 for a second lesson. Discuss: (1) How Ned and Polly spent Christmas; (2) how many different things the class was to do; (3) the way the words should be grouped; (4) the places where trees do not grow.

Thought question. Why is this called a Puzzle Game?

Note: This test is a combination of a silent reading (comprehension) and a vocabulary exercise. The careless reader will write on his paper the names of the toys, etc., instead of the numbers, as clearly stated. A glance at the papers will reveal such wrong reading.

On the second day the test papers should be talked over, and the selection read, sentence by sentence, to show the different things done.

To insert the dots, the children must re-read the list, to find the words for the various numbers, and then decide where the dots go, as they come to these words.

Questions for the teacher.

1. Are you giving the brief daily silent reading drills as indicated in the Schedules of Basal Lessons and confining them to the brief period of 5 to 10 minutes as recommended, or do you allow the class through interest to run over the time?

2. Are you making full use of correlated and other supplementary material?

3. Are you getting full benefit of the tests by giving them as indicated?

Seat work: Copy the words under the heads, *Toys, Things to eat, Places to go to,* and add two others to each group. Do in second lesson.

Something to do. Draw pictures to represent ten of the words on page 82 and write the word under each.

A STORY PARTY (pp. 53–82)

A STORY RETOLD. "Little Old Stool," (6 parts) pp. 53–72	6 children
A POEM IN RELAY. "The Snowbird," p. 73	3 children
READING: A FABLE. "The Fox and the Well," p. 74	1 child
A DIALOGUE. "The Fox and the Well," p. 75	2 children
A POEM IN RELAY. "Santa Claus is Coming," p. 78	3 children
A PANTOMIME. Arrival of Santa Claus with gifts	1 child
VOLUNTEER POEMS FROM MEMORY:	
"The Cow," p. 13	1 child
"The Deep Hole," in relay, p. 16	4 children
"Smiles and Tears," p. 22	1 child
"One Little Fire-Cracker," p. 42	1 child
"Golden-rod," in relay, p. 46	4 children

CORRELATION WITH OTHER SUBJECTS

Picture study. *Perry Pictures:* A helping hand, 596; pet bird, 792; wolf, 9170, 2 cts.; fox, 9182, 2 cts.; Christmas chimes, 1020.

Conversation. Ways to help: at home; in school; in Sunday school; on a farm. Helping the birds in winter.

Dramatization. "The Little Old Stool"; "The Fox and the Well."

Language. A Christmas Book of Toys. A Kind-Act Book.

Health lesson. Inspection of children's hands, faces, etc. How the school looks after the children's eyes, nose, teeth, etc. How the community cares for health of the people: signs of sickness on the door; quarantine of dangerous diseases.

Nature study. Birds that stay during the winter. Migrations of birds. How snow is formed. Where the reindeer live.

Penmanship. Copy the poem you like best.

Incidental numbers. Accuracy in testing, 10. (pp. 81–82.)

Music. (*a*) "Shoemaker John": *Columbia record* A3143.
(*b*) "Pussy Willow": *Columbia record* A3146.
(*c*) "In the Belfry": *Victor record* 17719.
(*d*) "Around the Christmas Tree": *Victor record* 17869.

Games. Final *ed*, pp. 47 and 48; Number and word game, p. 48; Final *ly*, p. 48; *er*, p. 49; *est*, p. 51; *s*, pp. 52 and 53; Tell the Right Word, p. 52; Christmas Puzzle Game, p. 54.

Handwork. Pail and Stool made of paper; a tray; tea-pot, pitcher, cup and saucer of clay; picture of Santa Claus and sleigh; Christmas tree; Santa Claus cut-out; cut-out of reindeer and sleigh.

Collections. Old toys for the children's hospital. Pictures of Santa Claus, of birds. Chart of words that have opposite meanings (antonyms).

SONG GAMES, POEMS, AND STORY-TELLING

Song games. (*a*) "Jack Frost." Bentley's *Play Songs*, p. 54.
(*b*) "The Bird's Nest." Riley and Gaynor's *Songs of Child's World*, 1, p. 10.
(*c*) "Christmas Carol." Riley and Gaynor's *Songs of Child's World*, 1, p. 29.
(*d*) "Santa Claus." Ripley and Heartz' *Song Development*, p. 86.

Poems. (*a*) Sherman: "A Real Santa Claus." (See page 348.)
(*b*) Help one another. *Aldine Second*, p. 173.
(*c*) "Christmas Bells." *Child's World, First*, p. 72.
(*d*) Stevenson: Singing. *Winston Second*, p. 69. (First Grade Manual p. 436.)
(*e*) Alice Cary: Suppose. *Beacon Second*, p. 34. (F.G.M., p. 441.)

Story-telling. (*a*) "The Loving Cup." Harrison: *In Story Land*, p. 78.
(*b*) "Fulfilled." Bryant's *How to Tell Stories*, p. 172.
(*c*) "Anders' New Cap." Coe's *Second Book of Stories*, p. 60.
(*d*) "Why the Cat always falls upon her Feet." Holbrook's *Book of Nature Myths*, p. 19.

SUPPLEMENTARY OR PRACTICE READING

I. STORIES IN OTHER READERS

(*a*) **The Three Bears.** (Review.)
Story Hour, Book 2, p. 16.
New American Readers, Book 1, p. 42.
Heart of Oak, Book 2, p. 1.
Summers First, p. 26.
Progressive Road, Book 1, p. 96.
Story Hour, 1st year, 1st half, p. 16.
Merrill First, p. 106.
Edson-Laing, Book 1, p. 105.
Beacon First, p. 97.
Children's Method Readers, 1st year, 1st half, p. 99.
Holton-Curry First, p. 123.
Parmly First, p. 24.
Studies in Reading, First, p. 30.
Story Readers, First year, p. 54.
Natural Method, First, p. 70.
Heart of Oak, Book 2, p. 1.

(*b*) **Little Half Chick.** (Review.)
Winston Second, p. 37.
Progressive Road, Book 1, p. 116.
Free and Treadwell First, p. 75.
Easy Road to Reading, First, p. 41.
Beacon First, p. 77.
New American Readers, Book 2, p. 168.
Heath Second, p. 128.
Studies in Reading, Second, p. 172.
American School Reader, Second, p. 80.

(*c*) **Squeaky's Tail.** (Review.)
Natural Method, First, p. 21.
Merrill First, p. 65.
Baker and Thorndike First, p. 44.
Edson-Laing, Introductory Book, p. 47.

(*d*) **The Ant and the Dove.**
Young and Field, Book 2, p. 56.
Elson First, p. 36.
Studies in Reading, Second, p. 22.
American School Reader, Second, p. 66.

II. POEMS IN OTHER READERS

(*a*) **Thanksgiving Day,** by Lydia Maria Child.
Merrill Second, p. 76.
Natural Method, Second, p. 66.
Horace Mann Second, p. 71.
Baker and Thorndike Third, p. 107.
Summers Second, p. 46.
Free and Treadwell Third, p. 67.
Young and Field Third, p. 277.

(*b*) **The Fir Tree,** by Josephine Preston Peabody.
Riverside Second. p. 88.

(*c*) **I Saw a Ship A-Sailing,** Mother Goose. (See page 339.)
Winston Second, p. 82.
Free and Treadwell Second, p. 26.
Beacon Second, p. 13.
Child's World, Second, p. 95.
Story Hour, 1st year, 2d half, p. 102.
American School Reader, Second, p. 49.

EXTRA WEEK OF PRACTICE READING

I. STORIES IN OTHER READERS

(*a*) **Little Gray Pony,** by Maud Lindsay.
Child's World, Second, p. 9.
Edson-Laing, Book 1, p. 95.
Progressive Road, Story Steps, p. 84.
Studies in Reading, Second, p. 133.

(*b*) **The Little Rabbit that Wanted Red Wings.**
Elson Second, p. 75.
New American Readers, Book 1, p. 81.
Child's World, First, p. 113.

(*c*) **The Fir Tree,** by Andersen.
Free and Treadwell Second, p. 31.

(*d*) **Fortune and the Beggar.**
Young and Field Second, p. 160.

(*e*) **The Little Steam Engine.**
Riverside Second, p. 102.
Child's World, Second, p. 13. (Pony Engine.)

(*f*) **Belling the Cat,** by Æsop.
Aldine Second, p. 96.
Natural Method, Third, p. 60. (Play.)

II. POEMS IN OTHER READERS

(*a*) **The Swallow,** by Rossetti. (First Grade Manual, p. 439.)
Riverside Second, p. 10.
Heart of Oak, Book 2, p. 51.

(*b*) **The Lost Doll,** by Kingsley. (First Grade Manual, p. 441.)
Free and Treadwell Second, p. 188.
Elson Second, p. 36.
Baker and Thorndike Third, p. 78.
Haliburton Second, p. 118.
Young and Field Third, p. 66.

(*c*) **Falling Snow.**
Beacon Second, p. 142.

(*d*) **Santa Claus.**
Child's World, Second, p. 93.

(*e*) **The Fairy Artist.**
Story Hour, Book 2, p. 89.

III. SILENT READING DRILL EXERCISES

Stone's Silent Reader, Book I, pp. 36–48, 74–77, 90–92.

GROUP IV

(Doing Tricks, pp. 83–111)

Theme. Doing tricks. Mean tricks not real fun (p. 90); how snow can play a trick by upsetting sled (p. 91); cruel tricks (92); how the Rooster and the Hen "out-tricked" Sly Fox (p. 103); tricks the fire plays (p. 104); the boy's trick made people distrust (p. 111).

Pictures. Dressed-up animals. Pictures that tell the story, in pages 83–90; as, the meeting (p. 83), boasting (p. 85), the insult (p. 87), the mean trick (pp. 89–90). Children's pleasure outdoors (p. 91); indoors (p. 104) — note the fairies in the flames. The crafty fox played up through the group to explain the word "sly" through actions.

Specific objectives.

1. To develop discrimination in moral values of tricks and distinguish the cruel or mean trick from the merely funny.
2. To begin emphasizing vital parts of a story.
3. To read aloud fluently all the several lines that compose a sentence; to enliven reading of conversation.
4. To memorize a poem more quickly.
5. To develop more discrimination in associating meanings of words with context.
6. To review poems and stories of first half year.
7. To teach ILD and OUGHT; the two sounds of *y;* compounds of *any side,* and *body;* and to review all phonetics for first half of year.

Vocabulary. 16 sight words; 73 phonetic words; 53 variants of first year words; and 4 compounds of known words. (See page xxxvii.)

Materials. 1. Phonic cards.

Front	*Back*	*Front*	*Back*
wild ild	ild	thought ought	ought

2. Diagnostic Tests Nos. 38–40.[1]

   No. 38. Verbal understanding. See page 302.
   No. 39, *a* and *b*. Rate and comprehension. See page 303.
   No. 40. Verbal appreciation. See page 304.

3. Phrases and sentences for perception drills:

   Wild bees' honeycomb; they agreed; a hornets' nest; my grandchild; what is wrong; into the hall; Sister sewed a patch; A dose of medicine; tried the trick; ghost fairies; fairy stories.

[1] Furnished by the publishers in inexpensive form.

Supplying different words at blanks:

on his ..... (shoulder, arm, lips, wings).
Will you ..... it (trade, hate, hunt, scratch, lock, brush, pour).
Sly Fox ..... it (won, grabbed, settled, boasted of, praised, tasted).
nice brown ..... (leaf, sugar, taffy, seed).
Instead of a ..... (honeycomb, shout, piece of cheese).
proud of his ..... (comb, pork, voice, pencil).
It was a ..... tree (fir, tamarack, larch, ash, aspen, oak).
It would be ..... (jolly, cruel, lovely, wrong).

Bird's-eye view of Group IV. The following chart gives the purpose to be served by the various selections of the group:

	Selection	*Theme*	*Purpose*	*Sight words*
	Grandfather Bear and Sly Fox, p. 83	Why the Fox is called sly.	To make the children see the meanness of a joke that hurts.	
Story interest	1st story, p. 83	It pays to be sure of names — even of trees.	To show that to *half* know something is not good.	honeycomb, shoulder, wild, won.
Story interest	2d story, p. 87	A joke played by Fox on the Bear.	To show that it is mean to play a joke that hurts.	
	Snow, p. 91 Poem : *Appreciation*	What the outdoors would be like if snow were sugar.	To make the children see the pictures; and like the rhymes.	sugar.
	The Boys and the Frogs, p. 92 Fable : *SR drills*	Real fun never hurts.	To test rate and comprehension informally.	
	The Boys and the Frogs, p. 93 A monologue : *SR and OR drills*	Cruel fun never pays.	SR and OR drills.	
	Sly Fox, Brown Hen and Reddy Rooster, p. 94	How quick thought defeated Sly Fox.		
Story interest	1st story, p. 94	How Rooster's pride is appealed to.	To find organization by sections.	most.
Story interest	2d story, p. 99	How one trick defeated another.	To find organization by sections.	
	Ghost Fairies, p. 104 Poem : *Appreciation*	Fairies in chimney logs; where they came from.	To enjoy a story about fire fairies.	ghost, ancient, folk, hovering.
	The Fox and the Crow, p. 106 Fable : *SR drill*	How Mr. Fox tricked the Crow through her vanity.	Informal test of speed. Finding details.	Ha.

Selection	*Theme*	*Purpose*	*Sight words*
The Fox and the Crow, p. 107 Dialogue: *SR and OR drills*	How the Fox played a trick by flattering the Crow.	SR and OR drills.	Won't.
Find What is Wrong, p. 108 Drill: *Words in context*	To interpret words literally in context.	Vocabulary tested through thinking.	wrong, poured, sewed. Woolworth.
The Boy and the Wolf, p. 110 Test: *SR*	Tricks based on lies lead to disaster.	To test rate and comprehension.	

Schedule of Basal Lessons. The lessons for Group IV are as follows:

55. Story 1, "How They Named the Trees," pp. 83–86. *Drill IV–e*, p. 53.
56. Story 2, "Why Bears Hate Hornets," pp. 87–90. *Drill IV–f*, p. 53.
57. Dramatization, "Grandfather Bear and Sly Fox," pp. 83–90.
58. Poem, "Snow," p. 91. *Drill IV–f*, p. 53.
59. Fable, "The Boys and the Frogs," p. 92. *Drill IV–g*, p. 53.
60. Monologue, "The Boys and the Frogs," pp. 92–93. *Drill IV–g*, p. 53.
61. Monologue, "The Boys and the Frogs," continued. *Drill IV–h*, p. 53.
62. Story 1, "The Best Trick of All," pp. 94–98.
63. Story 2, "Who Won?" pp. 99–103. *Test of verbal understanding* (Diagnostic Test No. 38), p. 65. See p. 302.
64. Dramatization, "Fox, Hen, and Rooster," pp. 94–103.
65. Poem, "Ghost Fairies," p. 104. *Review of Poems.*
66. Poem, "Ghost Fairies," continued. *Review of Poems.*
67. Poem, "Ghost Fairies," continued. *Review of Poems.*
68. Fable, "Fox and Crow," p. 106. *Review of Poems.*
69. Dialogue, "The Fox and the Crow," p. 107. *Review of Poems.*
70. Silent reading drill, "Find What is Wrong," p. 108. *Drill V–a*, p. 67.
71. Silent reading drill, "Find What is Wrong," continued. *Drill V–b*, p. 67.
72. Silent reading test, "The Boy and the Wolf," p. 110. *Rate and comprehension* (Diagnostic Test No. 39), p. 67. See p. 303.
73. Silent reading test, "The Boy and the Wolf," continued. *Test of verbal appreciation* (Diagnostic Test No. 40), p. 68. See p. 304.
74. Entertainment: A Story Party. Motivated review, pp. 83–111.
75. Review Day.

OPTIONAL AND SUPPLEMENTARY

I. Correlation with other subjects. See page 69.

II. Song games, poems, and story-telling. See page 69.

III. Supplementary reading. See page 69.

IV. Extra week of supplementary reading. See page 70.

GRANDFATHER BEAR AND SLY FOX

1. HOW THEY NAMED THE TREE (pp. 83–86)

Word study. 1. Sight words: ***shoulder, wild, honeycomb, won.***

2. Phonetic words: *sly, pork, lips, taste, trade, agreed, fir, tamarack, larch, ash, aspen.*

(Y, OR, IR, AR; Pup, Drum, Duck, Rush, Fun and Bus jingles; "Little Lazy *e*" rule.)

3. Variants: *tramping, biggest, licked, faster, really, good-day.*

4. Seat work: Form words by writing *sm* in front of these:

....all	....ash	....eary	....ile	....oke	....ooth
....art	....ear	....ell	....ith	....oky	

Copy the above words, and make up a "story" for each word.

Introduction. How many trees do you know? . . . "Here's a story about how two animals named the trees." What trees do you think they named, and why were they telling names of trees? . . .

Silent reading. 1. *First reading: To find out.* Rapid reading to find how they named the trees.

2. *Second reading for story organization.* Stories usually have four big parts: (*1*) the start; (*2*) things happening; (*3*) the big happening; (*4*) the end, or way it turns out. Even little children can be made to feel these parts, if you stress them in the questioning.

I. The Start (p. 83)

Who — Grandfather Bear
When — one bright morning
Where — by side of path
What — met Sly Fox

II. Things that happened (p. 84, — 7th line on p. 86)

1. Bear boasts of pork.
2. Fox boasts of honeycomb.
3. Bear suggests trading and Fox refuses.
4. They agree that the one that can say names of three trees the faster shall have a bite — Fox of pig, Bear of honeycomb.

III. The big happening (p. 86, 7th line to three lines from end)

1. Bear names three trees.
2. Fox names three trees.

IV. The end (p. 86, last three lines)

1. Fox won. Why?

Have the children find where these parts begin and end.

Thought question. What other trees might they have named?

Oral reading. Practice in relay to make conversation sound alive.

Something to do. Draw and color silhouettes of trees.

2. WHY BEARS HATE HORNETS (pp. 87–90)

Word study. 1. Phonetic words: *hate, hornets, grabbed, leaf, suck, instead, settled, stung, rid.*

("Little Lazy *e*" and "Bossy Letter" rules; OR; Nut, Cub, Duck, Fun, Mud, and Bell jingles.)

2. Variants: *bears, taken, grab, slyly, leaped.*

3. Review HOW words (adverbs) in *ly.* (See page 18.)

Introduction. Story continued. Review previous story.

Silent reading. 1. *First reading: to find out* answer to the title.

2. *Second reading for organization.* Children make up "Big ideas," or titles, for the numbered sections. Have all read at same time and call for suggestions until a good title is formed for each part. Simple statements can be put on the board in outline form:

Section 1. Sly Fox takes bite of pig, and Bear grabs his tail.
Section 2. Sly Fox says he will give honey if Bear will let him go.
Section 3. Sly Fox gets honeycomb and tells Bear to suck the honey under the leaf.
Section 4. Bear takes honeycomb; Fox pulls off leaf and begins to laugh.
Section 5. It was really a hornets' nest, and the hornets stung the Bear.

Thought questions. Did the Fox play fair? . . . Why not? . . . Should you like to play a game with Sly Fox? . . . Do you think the Bear would have played such a trick? . . .

Note: Bring out the idea that "a bargain is a bargain"; no one would trust the Fox after he broke his word; keeping a promise is sacred.

Dramatization. Play the stories.

Something to do. Draw and color the hornets' nest with the hornets flying out.

SNOW (p. 91)

Word study. 1. Sight word: ***sugar.***

2. Phonetic words: *taffy, coast, drifts, jolly.*

(Muff jingle; "Bossy Letter"; and *al, el, il, ol, ul,* and *af, ef, if, of, uf.*)

3. Variants: *pick, lovely, frosting, skate, roll, spills.*

4. Teach the two sounds of Y. Y as a phonogram (Key word, *my*) is sounded like long i (ī). Y as the ending of a word is sounded like the short sound of i (ĭ).

y — ī (eye)	y — ĭ (e)
m*y*	funn*y*
cr*y*	sunn*y*
tr*y*	happ*y*

Introduction. Birthday cakes — what you like best on them (candles, frosting) . . . Suppose snow would be sugar — what would you like best to do with it? . . .

Oral reading. Teacher reads aloud to see whether anything in the poem had been suggested. Children then read to bring out the fun.

Learning through alternate reading and reciting. See who learn it first.

THE BOYS AND THE FROGS (p. 92)

Word study. 1. Phonetic words: *stuck, cruel.* (Duck jingle.)

2. Review long and short sounds of *u.* Sound *cruel.*

3. Alphabet game. (See page 22.)

Informal test. (See page 22.) *Question:* What was the last thing Grandfather Frog said?

Note: Tell the children to cover the part under "Big Frog" at the bottom of the page.

MONOLOGUE (pp. 92–93)

Word study. 1. Phonetic word: *grandchild.*

2. Variants: *swims, raises, throwing, ducks.*

3. Teach ILD. Key word, *wild.* Blend: *child* and ***mild.***

Reference drills. Review procedures on pages 23, 37, **52.**

Oral reading. Review procedures on pages 23 and 37.

Thought question. Was Grandfather Frog right when he said "Real fun should never hurt"?

SLY FOX, BROWN HEN, AND REDDY ROOSTER

1. THE BEST TRICK OF ALL (pp. 94–98)

Word study. 1. Sight word: ***most.***

2. Phonetic words: *proud, hunt, scratching, boasted, shout.*
(OU; the Nut jingle; *ant, ent, int, ont, unt;* and "Bossy Letter" rule.)

3. Variants: *Reddy, comb, proudly, shines, singing, toward, care, hundred.*

4. Teach that OU (round) and OW (cow) are similar sounds, developing from *proud, loud, how, now.*

5. Game: Greeting words. Child says "How do you do — *why*" (name of word). Put on board a dozen or so words with *Y* phonogram or final *y*. Distinguish between the two sounds of *y:*

try	fly	dry	funny	happy	Reddy
my	cry	sly	sunny	merry	Polly

Introduction. Study suggestion on page 94 done by children as they read silently. Who is not pictured on page 94?

Silent reading. 1. *To find pictures.*

2. *Organization questions:*

Section 1. What did the Rooster think of himself? Of how many things was he proud?
Section 2. How he behaved in the barnyard.
Section 3. What did Brown Hen suggest?
Section 4. What did they do?
Section 5. What did Sly Fox think when he saw them?
Section 6. How did Rooster and Hen behave?
Section 7. How did the Fox show that he was sly?
Section 8. How did the Fox start the Rooster to boast?
Section 9. How did the Fox lead him on?
Section 10. How did the Fox get Rooster to "bite" at a trick?

3. *Thought questions.* Do you think Sly Fox was telling the truth? . . . Why did he say what he did? . . .

Oral reading. Review pages 14, 15, and 33.

2. WHO WON (pp. 99–103)

Word study. 1. Phonetic words: *flapped, wings, peck, sneaked.*
(Pup and Duck jingles; "Bossy Letter" rule; and ING.)

2. Variants: *need, closed, pecked, call, bushes.*

3. Teach variations of EA by attaching final consonants:

eab	(l)eaf	(dr)eam	(l)eap	(p)eas
(r)ead	(m)eal	(b)ean	(h)ear	(m)eat

4. Seat work: Three sounds of *ed.* Re-read pages 94–98 and make a list of the words that end in *ed,* and put in three columns.

t	*d*	*ed*
walked	crowed	wanted
stopped	hurried	boasted
	happened	
	answered	
	learned	

Silent and oral reading. Find the chief ideas for the various sections; then all the details.

Read aloud in relay by sections, putting life into the reading.

Dramatization. Play the stories.

Test of verbal understanding (Drill IV). Diagnostic Test No. 38. (See page 302.)

Things to do. Make stand-up cut-outs of Fox, Hen, and Rooster.

GHOST FAIRIES (pp. 104–105)

Word study. 1. Sight words: ***ghost*** (most) ***ancient, folk, hovering.***

2. Phonetic words: *fairies, lit, tales, dwell, knew, shapes, flue, ago, rove, gipsy, fro, camping, grove, Hither, appear, puff, whish.*

("Bossy Letter" and "Little Lazy *e*" rules; Nut, Pup, Drum, and Muff jingles; EW.) Do not drill on unusual words.

3. Variants: *fairy, forgotten, race, chimney, strangest, living, used, Hidden, logs, flame, anybody.*

4. Teach compounds of *any* and *body.* Combine to form the following: everybody, somebody, nobody, anywhere.

5. Number and word games. Back lining, second row of words:

6. longer	7. full	8. lazy	9. slow	10. sad
21. shorter	26. empty	24. busy	17. swift	16. happy

Introduction. From picture; find fairy faces. What is the little boy thinking about? . . . What do you like to do at an open fire? . . .

Oral reading. 1. *By teacher* as children listen. 2. By teacher again, with children following in books. 3. Teacher and children reading couplets alternately. 4. Children reading alone.

THE FOX AND THE CROW (p. 106)

Word study. 1. Sight word: ***Ha.***

2. Phonetic words: *cheese, miss, praise, caw.*

("Bossy Letter," Fuss jingle, and AW.)

3. Variant: *pleased.*

4. Automobile game. (Page 212, Second Reader, sections 1–3.)

Silent reading. 1. *First reading:* informal test of speed. (See page 22.) Question: What was the last thing the Fox said?

2. *Second reading.* Bring out all the details by questions.

3. *Thought questions.* How was the crow like the rooster on page 94 of the Reader? . . . Did the Fox mean what he said? . . . Why did he say it? . . . How is this story like that on page 102 of the Reader? . . .

DIALOGUE (p. 107)

Word study. 1. Sight word: ***Won't.***

2. Phonetic word: *flies.* ("Bossy Letter.")

3. Variant: *grabs.*

4. Review phonetic work in which children are weak.

Drills: 1. *Reference reading.*

a. Children tell whether the little number marks a *speaking* or a *doing* part. (1, 3, 5, — doing).

b. The teacher reads a line aloud; children find the number of the section.

2. *Silent reading.*

c. Children read each part silently in order and tell.

d. Children act 1, 3, 5.

3. *Oral reading.*

e. Children practice reading sections 2, 4, and 6 aloud. In section 2, observe which remarks the fox makes to himself, and which to the crow.

f. One child reads aloud the directions, while another pantomimes.

g. Children act the dialogue.

FIND WHAT IS WRONG (pp. 108–109)

Word study. 1. Sight words: ***wrong, Woolworth, poured*** (four), ***sewed.***

2. Phonetic words: *lock, hall, cellar, bought, seed, jeweler's, sister, patch, brushed, pain, cork, dose, medicine.*

(Duck, Nut, and Rush jingles; ALL, OO, OR, ELL, EE, EW; *al, el, il, ol, ul; as, es, is, os, us:* and "Little Lazy *e*" and "Bossy Letter" rules.)

3. Variants and compounds: *watered, cloth, upside, spoon.*

4. Teach OUGHT. Key word, *thought.* Blend: *bought, fought, ought.*

5. Form compounds with *side* by joining it with the following:

road	up	in . . . .
bed	mountain	out . . . .

Reference reading. Drill V.

a. Children find and read only the *first line* of a section silently, when teacher announces number; and tell the thought. Take numbers first in order; then mixed.

b. Do above procedure for *second* line of each section; in order, then mixed.

c. Do above procedure for *third* line of each section; in order, then mixed.

d. When teacher announces number, children find and read silently *first and second* lines, and tell. Taken in order.

e. Procedure *d*, mixed numbers.

f. When teacher announces number, children read three sentences and tell. Taken in order.

g. Procedure *f*, mixed order.

h. Teacher gives number; children read silently and tell what was wrong.

i. Children correct the wording in each section, in each case telling why it was wrong.

j. Children write the sections correctly. Seat work.

k. Children find the sentences which had the wrong ideas. They write them down by number; as, "No. 1, Second," using the word *first, second,* or *third* to designate which sentence. (For advanced children.)

No. 1, Second
No. 2, Second
No. 3, Third
No. 4, Third
No. 5, Second
No. 6, Third
No. 7, First (word *jeweler's*)
No. 8, Third
No. 9, Second (should be first)
No. 10, Third (should be second)
No. 11, Second

THE BOY AND THE WOLF (pp. 110–111)

Word study. 1. Phonetic words: *crept, decided.*
("Lazy *e*" rule; Pup jingle; and rule of *c* before *e* or *i*.)
2. Variants: *years, feed, rushed, loudly, louder, outside.*
3. Automobile game. Second Reader, page 112, sections 1–4.

First reading. *Test of rate and comprehension.* Diagnostic Test No. 39*a* and *b*. (See page 303.) This is the half-year test; it should be administered very carefully.

Second reading. *Discussion of test.* Take the questions one by one, and have the children read silently to find the answers.

Organization questions. Find the numbers of the lines for the following:

The title. [5.]
Lines that give the beginning. [8–42.]
Lines about the first trick. [48–97.]
Lines about the second trick. [104–136.]
Lines about the wolf's coming. [140–209.]

Finding thought elements quickly. It will pay to copy the *when* and *where* phrases on the board under each head, as the children give them.

Lines that tell *when*. [8, 21, 35, 42, 48, 140.]
Lines that tell *where*. [25, 29, 42, 148.]

Finding the *who* parts. The teacher will call a number for the line and the children will find the *who* parts in it.

Boy or *he, him.* [15, 21, 42, 48, 70, 90, 104, 107, 132, 154, 159, 175, 182, 188.]
People of village, or *they, them, their.* [62, 74, 97, 120, 136, 169, 182, 188, 192, 198.]
Sheep or *them, they.* [15, 21, 35, 42, 204, 209.]
Wolf or *him.* [70, 78, 83, 112, 120, 126, 148, 154, 164, 204.]

Thought questions. Why did the sheep need the boy? . . . Why did the people get cross? . . . Why did they not come the third time? . . . Why was this a bad trick? . . .

Note: Bring out the idea that anything that demands a "story" or lie is bad.

Test of Verbal Appreciation. Diagnostic Test No. 40. (See page 304.)

Something to do. Construct a village, a green hill outside, paper sheep, a wolf, and a stand-up herds-boy on the sand table.

STORY PARTY (pp. 83–111)

Review of Group IV

A Poem in Relay.	"Snow," p. 91	2 children
A Fable Retold.	"The Boys and the Frogs," p. 92	1 child
A Play.	"Grandfather Bear and Sly Fox," p. 83	2 children
A Monologue.	"The Boys and the Frogs," p. 93	1 child
A Fable Retold.	"The Fox and the Crow," p. 106	1 child
A Reading.	"Sly Fox, Brown Hen, and Reddy Rooster," p. 94	16 children
A Dialogue.	"The Fox and the Crow," p. 107	2 children
A Poem in Relay.	"Ghost Fairies," p. 104	6 children

Alternate Christmas or Easter Program (pp. 1–111)

A Poem in Relay. (Selected from pp. 13, 16, 22, 42, 46, 73, 78, 91, 104.)
A Fable Retold. (Selected from pp. 19, 44, 74, 92, 106.)
A Play. (Selected from stories.)
A Reading in Relay. (Selected story, pp. 1, 26, 53, 83, 94.)
Monologue or Dialogue. (Selected from pp. 20, 45, 75, 92, 107.)
Playing School. (Selected from pp. 14, 48, 76, 108.)

Consult Table of Contents in planning this program with the children.

CORRELATION WITH OTHER SUBJECTS

Picture study. *Perry Pictures.* Bear, 9397, 2 cts.; fox, 9182, 2 cts.; kittens, 3513; rooster and hen, 9276, 2 cts.; crow, 9026, 2 cts.; wolf, 9170, 2 cts.

Conversation. Why the Fox is called sly. Would the Fox make a good neighbor? Which are the more useful, bees or hornets? Why? Things to do in snow, "by an open fire." Telling the truth.

Dramatization. "Grandfather Bear and Sly Fox"; "Fox, Hen, and Rooster"; "Fox and Crow."

Language. A Fun Booklet — winter, outdoors.

Health lesson. Eating: why eat slowly, chew food well, not eat too much, wash hands before eating, clean teeth afterwards.

Nature study. Kinds of trees. Hornets. Honeycomb. How frogs live. How snow is formed. Habits of crows.

Penmanship. Letter to Santa Claus.

Incidental numbers. Quick reference to numbers.

Music. (*a*) "Apple Blossoms": *Columbia record* A3146.
(*b*) "Naming the Trees": *Victor record* 17719.
(*c*) "The Giants": *Victor record* 17596.
(*d*) "The Bunny": *Victor record* 18886.

Games. Forming words with *sm*, p. 61; Greeting Game, p. 64; Final *ed*, p. 64; Find what is wrong, p. 66.

Handwork. Paper-cutting: silhouettes of trees. Picture of hornets' nest. Cut-outs of Fox, Hen, Rooster. A village on the sand-table.

Collections. Pictures of trees, snow scenes, birds.

SONG GAMES, POEMS, AND STORY-TELLING

Song games. (*a*) "Dance of the Fairies." Bentley's *Play Songs*, p. 34.
(*b*) "The Giants." Riley and Gaynor's *Songs of Child's World*, 1, p. 103.
(*c*) "Bed Time." Ripley and Heartz' *Song Development*, p. 57.

Poems. (*a*) Brown: A Music Box. See page 257.
(*b*) Field: The Ride to Bumpville. *Eugene Field Reader*, p. 69.
(*c*) Follen: The Brook. *Studies in Reading, Second*, p. 20.
(*d*) Rossetti: Ferry Me Across the Water. *Young and Field*, Book 2, p. 38.

Story-telling. (*a*) "How Cedric Became a Knight." Harrison: *In Story Land*, p. 143.
(*b*) "The Pied Piper." Bryant's *How to Tell Stories*, p. 145.
(*c*) "Scenes from 'Mowgli's Brothers,'" Kipling's *Stories and Poems*, Book 1, pp. 7–18. (R.L.S. 257.)
(*d*) "The Story of Li'l' Hannibal' (Bailey). Coe's *Second Book of Stories* p. 82.

SUPPLEMENTARY OR PRACTICE READING

I. STORIES IN OTHER READERS

(*a*) **Titty Mouse and Tatty Mouse.** (Review.)
Winston First, p. 78.
New Barnes First, p. 66.
Gordon First, p. 11.
Baker and Thorndike First, p. 74.
Beacon First, p. 42.

(*b*) **Little Red Hen.** (Review.)
Elson First, p. 77.
Summers First, p. 55.
Beacon First, p. 63.
Young and Field First, p. 102.
Progressive Road, Book 1, p. 10.
Edson-Laing, Book 1, p. 7.
Natural Method, First, p. 36.

(*c*) **Why the Fox has a White Tail.**
Progressive Road, Book 2, p. 13.
Merrill Second, p. 21.
Gordon Primer, p. 69.
Free and Treadwell Third, p. 87.
Natural Method, Third, p. 3.

(*d*) **Spry Mouse and Mr. Frog.**
Story Hour, Book 2, p. 44.

(*e*) **Why the Bear Sleeps All Winter.**
Riverside Second, p. 110.

II. POEMS IN OTHER READERS

(*a*) **Snowflakes,** by Mary Mapes Dodge.
Young and Field, Book 2, p. 67.
Merrill Second, p. 69.
Easy Road to Reading, Third, p. 188.
Elson First, p. 170.
Studies in Reading, Second, p. 115.
Beacon Third, p. 86.
Howe Third, p. 93.
Easy Road to Reading, Third, p. 188.
Elson

(*b*) **Bill of Fare,** by Eugene Field.
Howe Second, p. 40.
Child's World, Second, p. 74.

(*c*) **Rock-a-by Lady,** by Eugene Field.
Carroll and Brooks Reader, Bk. 2, p. 84.
Studies in Reading, Third, p. 251.
Young and Field, Third, p. 178.

EXTRA WEEK OF PRACTICE READING

I. STORIES IN OTHER READERS

(*a*) **Mr. Elephant and Mr. Frog.**
Child's World, Second, p. 31.
American School Reader, Second, p. 124.

(*b*) **The Wolf and the Seven Kids,** by Grimm.
Beacon Second, p. 14.
Children's Method Reader, 1st year, 1st half, p. 87.
Winston First, p. 64.

(*c*) **The Twelve Months.**
Elson Second, p. 191.
Progressive Road, Book 3, p. 161.
Haliburton Second, p. 87.

(*d*) **The Crab and the Grab.**
Riverside Second, p. 11.

(*e*) **The Travels of the Fox.**
Child's World, Second, p. 96.
Gordon First, p. 42.
Haliburton Second, p. 49.

(*f*) **The Hungry Lion.**
Horace Mann First, p. 31.

II. POEMS IN OTHER READERS

(*a*) **A Good Play,** by Stevenson. (First Grade Manual, p. 436.)
Merrill Second, p. 182.
Beacon Second, p. 112.
Studies in Reading, Second, p. 100.

(*b*) **The Discontented Buttercup,** by Sarah Orne Jewett.
Aldine Second, p. 81.

(*c*) **A Plump Little Girl,** by Mary Mapes Dodge.
Merrill Second, p. 116.

(*d*) **Dressmaking,** by Abbie Farwell Brown.
Riverside Second, p. 17.

(*e*) **Coral,** by Christina G. Rossetti. (See page 342.)
Young and Field, Book 2, p. 39.

III. SILENT READING DRILL EXERCISES

Stone's Silent Reader, Book 1, pp. 49–52 58–62, 78–89.

GROUP V

(Guessing Riddles, pp. 112–135)

Theme. Quick thinking. Riddles to guess.

Pictures. Imaginative characters: Mr. Rabbit and Mr. Thimblefinger. Associating stanzas with pictures.

Specific objectives.

1. To introduce the children to a modern type of story.
2. To stress scenes and characters and develop keener visualization.
3. To read dialogue or conversation aloud with more life.
4. To review objectives of previous groups.
5. To make compounds with *some, with,* and *a;* to teach the sound of the ending *es* (ez); and to attach short vowel sounds to initial consonants, developing them from the jingles.

Vocabulary. 6 sight words; 58 phonetic words; 60 variants of known words; and 3 compounds of known words. (See page xxxvii.)

Materials. 1. Diagnostic Tests No. 41–42.[1]

No. 41. Thinking; ideas in order. See p. 305.
No. 42. Things to make. See page 306.

2. Phrases and sentences for perception drills.

Mr. Thimblefinger; Sweetest Susan; Buster John; the ice bridge; folded her hands; I certainly am; rubbing his bruises; crocus buds; pretty blossoms.

Supplying different words at blanks:

so ..... (slippery, ashamed, dumb, admired).
How can the .... you? (sun melt, stick scare, water quench, ice cover).
with his ..... (claws, bruises, blossoms).

Bird's-eye view of Group V. The following chart gives the purpose to be served by the various selections of the group:

	Selection	*Theme*	*Purpose*	*Sight words*
	Who was the Strongest ? p. 112	How one thing depends on another.	To read by section and discuss.	
Story interest	1st story, p. 113	Group conversation about a story.	To play up scene and conversation.	
	2d story, p. 115	Mr. Rabbit's fall starts him questioning.	To bring out all the ideas of a section.	country, John.
	3d story, p. 118	How things outdoors depend on each other.	Finding main thought of section.	against, certainly, dumb.

[1] Furnished by the publishers in inexpensive form.

Riddles to Guess, p. 125 Poem : *Understanding*	Riddles.	To find who are quick thinkers.	comfort.
The Fox and the Crab, p. 128 Fable : *SR drills*	Sly Fox out-tricked.	To test informally.	
The Fox and the Crab, p. 129 Monologue, *drills*	The Fox fooled at last.	SR and OR drills.	
The Four Winds, p. 130 Poem : *Appreciation*	What the wind does each season of the year.	To attach stanzas with pictures ; to visualize poem.	
Do What You Read, p. 132 Drill : *Directions*	Pantomime, acting three things.	SR drills.	
Things to Make, p. 134 Test : *Completion*	Following directions.	To test following of directions.	

Schedule of basal lessons. The lessons for Group V are as follows:

76. Story 1, "Mr. Thimblefinger," pp. 112–114. *Drill V–c*, p. 67.
77. Story 2, "At the Mill Pond," pp. 115–117. *Drill V–d*, p. 67.
78. Story 3, "Mr. Rabbit Tries to Find the Answer," pp. 118–124. *Drill V–e*, p. 67.
79. Re-reading story, pp. 112–124. *Drill V–f*, p. 67.
80. Dramatization, "Who Was Strongest?" pp. 112–124. *Drill V–g*, p. 67.
81. Poems, "Riddles to Guess," pp. 125–127. *Drill V–h*, p. 67.
82. Poems, "Riddles to Guess," continued. *Drill V–i*, p. 67.
83. Fable, "The Fox and the Crab," p. 128. *Drill V–j*, p. 67.
84. Dialogue, "The Fox and the Crab," p. 129. *Drill V–j*, p. 67.
85. Dialogue, "The Fox and the Crab," continued. *Drill V–k*, p. 67.
86. Poem, "The Four Winds," pp. 130–131. *Drill V–k*, p. 67.
87. Poem, "The Four Winds," continued. *Test of Drill V* (Diagnostic Test No. 41), p. 305.
88. Silent reading drill, "Do What You Read," p. 132. *Drill VI–a*, p. 79.
89. Silent reading drill, pp. 132–133 continued. *Drill VI–b*, p. 79.
90. Silent reading test, "Things to Make," p. 134. *Directions* (Diagnostic Test No. 42), p. 306.
91. Silent reading test, "Things to Make," continued.
92. Entertainment: A Story Party. Motivated review, pp. 112–135.

OPTIONAL AND SUPPLEMENTARY

I. **Correlation with other subjects.** See page 80.
II. **Song games, poems, and story-telling.** See page 81.
III. **Supplementary reading.** See page 81.
IV. **Extra week of supplementary reading.** See page 82.

WHO WAS THE STRONGEST?

1. MR. THIMBLEFINGER (pp. 112–114)

Word study. 1. Phonetic words: *Thimblefinger, closely, resting, Sweetest, Susan, replied.*

(Drum, Dust, and Pup jingles; "Little Lazy *e*" and "Bossy Letter"; EE.)

2. Variants: *strongest, missed, raised.*

3. Seat work: Divide the class into groups to re-read pages 112 to 114 and make a list of all words that end with the following, one for each group:

est	*er*	*ly*	*ing*	*ed*	*s*	
strongest	Thimblefinger	closely	coming	raised	was	makes
Sweetest	better		resting	looked	steps	always
	dinner		thinking	missed	Mrs.	stories
				begged	Meadows	us
				cried	is	his
				replied		this

Introduction. (*1*) Through Joel Chandler Harris. Tell about his Brer Rabbit Stories that were told on the old southern plantation. (*2*) Or through the picture. Identifying people of the story in the picture. (Buster John not pictured.)

Silent and oral reading. Find the exact lines in the story that the picture illustrates [section 1] . . . What made Mr. Rabbit think of a story? . . . Who is the hungriest? . . .

Read the sections aloud in relay.

Dramatization. Act the scene.

Something to make. Dress a doll like Mr. Thimblefinger. Use a clothespin for the doll.

2. AT THE MILL POND (pp. 115–117)

Word study. 1. Sight words: ***country, John.***

2. Phonetic words: *Mill, Buster, folded, bridge, slippery, kerthump, melt.*

(ILL, OLD, ER; Bus, Mud, Pup, Drum jingles; and *al, el, il, ol, ul.*)

3. Variants: *froze, lap, folks, backs, hurry, skipped, rubbed, lick, somewhat.*

4. Make compounds with *some* by combining with *where, what, thing, body,* and *times:*

somewhere	something	sometimes
somewhat	somebody	

Introduction. Story, pp. 112–114, reviewed and continued.

Supervised silent and oral reading. Read by sections and discuss as you go. Draw out all the ideas of a section before proceeding to the next.

Who was interrupting? . . . Read the part that tells about it.

What is an "ice bridge"? . . . Find the lines that tell where Mr. Rabbit fell. . . . Why did he think the ice was strong? . . . Why did not the ice answer? . . .

Read aloud the sections in relay.

3. MR. RABBIT TRIES TO FIND THE ANSWER (pp. 118–124)

Word study. 1. Sight words: ***against, certainly, dumb.***

2. Phonetic words: *ashamed, mum, scare, fleas, quench, bruises.*

("Little Lazy *e*" and "Bossy Letter"; Drum and Fun jingles; ER.)

3. Variants and compound: *tries, answer, sailed, nests, chase, wash, scratch, rubbing, itself.*

4. Teach the ending *es* as a syllable (*ez*), developing the sound from consideration of some of the following words:

fac*es*	clos*es*	torch*es*	bush*es*
nois*es*	rush*es*	plac*es*	bruis*es*
rac*es*	rais*es*	orang*es*	hors*es*

Supervised reading and discussion. Have children read each section silently in order; and tell. Make up the main thought for each.

1. ice	6. mouse	10. fire
2–3. sun	7. cat	11. water
4. wind	8. dog	12. ice
5. mountain	9. stick	13. The end!

Practice the conversation for these scenes, two children reading for each, while a third child reads the Book Part. Notice the variety in the way "had nothing to say" is handled.

Note: This lesson, longer than usual, serves as an excellent endurance test.

Re-reading the stories. Practice, on a second day, the oral reading.

Something to make. Make a Mr. Rabbit poster.

RIDDLES TO GUESS (pp. 125–127)

Word study. 1. Sight word: ***comfort.***

2. Phonetic words: *wades, admired, Elizabeth, Elspeth, Betsy, Bess, Twitchett, gap, trap, Nancy, Etticoat, petticoat, thirty, champ.*

("Lazy *e*" and "Bossy Letter"; Mud, Nut, Fuss, Pup, Fun, and Drum jingles; IR.)

3. Variants: *Riddles, peep, mountains, waters, climbs, tire, cup, King's, horses, stands, shorter, within.*

4. Review short sounds of the vowels from the jingles. Then take the consonant from the end and put it in front of the vowel, and sound.

	ă		*ĕ*		*ĭ*		*ŏ*		*ŭ*	
(*Cub jingle*)	ab	ba	eb	be	ib	bi	ob	bo	ub	bu
(*Mud jingle*)	ad	da	ed	de	id	di	od	do	ud	du
(*Bug jingle*)	ag	ga	eg	ge	ig	gi	og	go	ug	gu
(*Drum jingle*)	am	ma	em	me	im	mi	om	mo	um	mu
(*Fun jingle*)	an	na	en	ne	in	ni	on	no	un	nu
(*Pup jingle*)	ap	pa	ep	pe	ip	pi	op	po	up	pu
(*Nut jingle*)	at	ta	et	te	it	ti	ot	to	ut	tu

Note: It would be well to copy this on a corner of the blackboard as a chart and make daily reference to it until the children are familiar with the short sounds either before or after consonants.

5. Seat work. Write compounds of *with* and use each in three "Story" sentences: _____in; _____out.

Introduction. Ask for riddles. Talk about what a riddle is — what makes a good riddle. — "Mother Goose made some riddles. See whether you can guess them. Read them and write your answers on paper, each after its number."

First reading. *To find out.* Children read silently and write answers. Teacher collects papers to see which children are quick thinkers.

Second reading. *For discussion.* Children read aloud; discuss their guesses; and decide on the right answer.

Answers to Riddles

1. Hair
2. Star
3. Stove
4. Coals
5. Well
6. A green walnut
7. All names for one girl
8. Needle and thread
9. Candle
10. Teeth

Find the line that gives away the riddle to you.

Something to do. Draw a picture for each riddle.

THE FOX AND THE CRAB (p. 128)

Word study. 1. Phonetic words: *crab, tie, claws.* (Cub jingle, "Bossy Letter," AW.)

2. Impromptu drill (words not to be memorized as such). Attach short sounds of vowels to *b* and sound syllables separately. Select from the following:

bag gage	ban dage	beg gar	bit ter	buf fa lo
bal ance	ban ner	ber ry	bor row	bun dle
bal loon	bar rel	bet ter	bot tle	but ter
bam boo	bat tle	big ger	buck et	but ton

Note: Words are divided here for the teacher's convenience. Syllables should not be separated when the words are copied on the board.

Note: As enunciation drills practice:

ba, be, bi, bo, bu	na, ne, ni, no, nu
da, de, di, do, du	pa, pe, pi, po, pu
ga, ge, gi, go, gu	ta, te, ti, to, tu
ma, me, mi, mo, mu	

First reading. Informal test. (See page 22.) Question: What was the last thing the crab said?

Second reading. Accuracy in details. Draw these out by questions as to what was said and done.

Thought questions. Who played the trick? . . . Did the fox deserve to lose? . . .

Something to do. Draw and color a picture showing how the crab won the race.

MONOLOGUE (p. 129)

Word study. 1. Phonetic word: *I've* (I have). Colloquialism used in conversation.

2. Variants: *slow, walker, ahead.*

3. Supervised game. Form compounds by combining *a* with the following. Use three of the words in sentences. *Caution.* This is the short *a* when sounded, not the long *a*.

. . . .board	. . . .side	. . . .way	. . . .rose
. . . .go	. . . .cross	. . . .part	. . . .head
. . . .rise		. . . .long	. . . .round

Reference drill. See page 52.

Silent and oral reading. See page 66.

Dramatization. Act the fable.

THE FOUR WINDS (pp. 130–131)

Word study. 1. Phonetic words: *ridges, crocus* (crō′ cus) *buds, bids, blossoms, 'tis, speaks, blushes, acorn's.*

(Mud and Rush jingles; "Bossy Letter"; OR; *as, es, is, os, us.*)

2. Variants: *disappear, sweeps, piles, stirs, softly, cheeks.*

3. Number and word game. Back lining. Third row of words:

11. heavy	12. high	13. dry	14. sorry	15. low
30. light	15. low	2. wet	28. glad	12. high

Introduction. Things that the Wind does: to houses, to people, to towns (cyclone), to growing things; to leaves and fruit; to clouds in sky.

Teacher reads poem aloud as children listen.

Silent and oral reading. 1. Why is the poem called the four winds? . . . 2. Find the words that mean four different times of the year. (In winter . . . spring . . . summer . . . autumn.) 3. What does the wind do at each of these times? 4. Which stanza does each picture describe? . . . 5. Find the fairies in the pictures and tell what they are doing. (One fairy is chasing a harmful rose bug away.)

Learn the poem: (*1*) by teacher's saying or reading it and pausing for children to fill in words; (*2*) by alternate reciting.

Things to do. 1. Make fairies out of tissue or crepe paper. 2. Draw, color, and cut out flowers for a blackboard frieze: crocuses, roses, daffodils, tulips.

Frank Dempster Sherman. Have the children find other poems by this author in the table of contents.

Test of Thinking or Ideas in order. Diagnostic Test No. 41. See page 305.

Note: This test is given in the Drill Period, for a glance at the Schedule of Basal Lessons on page 73 shows that the basal reading lesson is at page 130 ("The Four Winds") in the Reader.

Talking about a Test. You should take the papers of Diagnostic Test No. 41 with the children in the Drill Period on the 90th day.

DO WHAT YOU READ (pp. 132–133)

Word study. 1. Phonetic words: *smell, ink, shoot, gun.*

(ELL, Trunk and Fun jingles; OO.)

2. Variants: *flower, sew, hang, pump, pour, crack, shoulders, stretch, print, tiptoe.*

3 Supervised game. Impromptu drill in sounding syllables with short vowels and initial *d* (dă, dĕ, dĭ, dŏ, dŭ):

Dad dy	dis miss	dol lar	daf fo dil
dan dy	dis turb	dig ging	dif fer ent
din ner	doc tor	den tist	dif fi cult
dip per			

Note: Words are divided above for the teacher's convenience. Copy words entire on board and have the children underline the syllables. Do not separate in this way.

Play a game of definition by saying: "I see a word that is another name for 'Father'" (Daddy). Children find; and sound word.

Give them a long word to see who can sound it first:

Daffydowndilly

Reference drills. *Drill VI.* Stress listening to the teacher's directions to the class.

a. Page 132. Teacher calls numbers in order; children read silently and pantomime the sentences.

b. Page 132. Procedure *a*, but in mixed order.

c. Page 132. Teacher reads a sentence aloud; children find number.

d. Page 132. A child acts one of the sentences; children find the number.

e. Page 132. Teacher calls a number; child reads sentence aloud.

f. Page 133. Teacher announces a number; children find and read silently; a child acts the three things, while others watch; children approve or criticize.

g. Page 133. Teacher reads a sentence aloud; children find, read the sentence *above* it and act it.

h. Procedure *g*, in mixed order.

i. Page 133. Teacher reads a sentence aloud in regular order; children find, read sentence *below* it, and act it.

j. Procedure *i*, in mixed order.

Note: Drills g to *j* are excellent to train children to listen attentively and do exactly what they heard.

THINGS TO MAKE (pp. 134–135)

Word study. 1. Phonetic words: *choose, add, size, frame, row, chop, chose.*

(Mud and Pup jingles; "Little Lazy *e*"; OW.)

2. Variants: *kinds, lines, smaller, new, letters.*

3. Impromptu drill in sounding words beginning with *ga* (gă, gĕ, gĭ, gŏ, gŭ) from Bug jingle:

Note: Do not divide words this way on board. They are divided here for the teacher's convenience.

gal lop	giv ing	gob let	gun pow der
get ting	gob ble	gob lin	gut ter
gid dy			

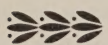
4. Automobile game. Second Reader, page 212, sections 1–5.

Test of following directions. Diagnostic Test No. 42. (See page 306.)

Supervised class work. Discussion of test. (1) Have children perform the acts of **I** and **II** on the board. Show how each word counts in the directions.

(2) Have several children do **3** at the board.

Seat work. Have children form words of the word not selected by them for the test.



STORY PARTY (pp. 112–135)

RIDDLES TO GUESS, pp. 125–127 . . . . 1 child, dressed up as Mother Goose

Note: Children draw and color pictures to illustrate the riddles. Mother Goose holds up a picture, and the class recites the riddle.

A READING. "The Fox and the Crab," p. 128	1 child
A HOME SCENE. "Mr. Thimblefinger," pp. 113–114	5 children
A STORY RE-READ. "Who Was the Strongest," pp. 115–124	16 children
A POEM IN RELAY. "The Four Winds," p. 130	4 children
A MONOLOGUE. "The Fox and the Crab," p. 129	2 children
PANTOMIMES. "Do What You Read," p. 132	Class

CORRELATION WITH OTHER SUBJECTS

Picture study. *Perry Pictures.* Rabbits, 1928; mountain, Fujiyama, 7615; rose, 9544, 2 cts.

Conversation. What is the strongest thing outdoors? Riddles.

Dramatization. "Who was the Strongest?" "The Fox and the Crab."

Language. A Riddle Book.

Health lesson. Care of the "thirty white horses" (teeth); brushing regularly, not cracking nuts with them, etc.

Nature study. How ice is formed. Ice, sun, clouds, wind, mountain, mice, cat, dog, stick, fire, water — their dependence upon each other.

Penmanship. Copy a riddle.

Incidental numbers. Quick reference, 1–20.

Music. (*a*) "The Wind" (Stevenson): *Columbia record* A3143.
(*b*) "Salute to the Flag": *Columbia record* A3144.
(*c*) "Jack in the Pulpit": *Victor record* 17719.
(*d*) "The Windmill": *Victor record* 17719.
(*e*) "Pussy Willow": *Victor record* 18886.

Games. Endings, p. 74; Compounds, pp. 75 and 77; Syllabication game, pp. 79 and 80; Do what you read, p. 78. Number and word game, p. 78.

Handwork. Doll. Mr. Rabbit poster. Picture of crab winning the race. Paper fairies. Flower blackboard frieze.

Collections. Riddles. Kinds of nuts.

SONG GAMES, POEMS, AND STORY-TELLING

Song games. (*a*) "Welcome, Little Robin." Smith's *Songs for Little Children*, Part 2, p. 106.
(*b*) "A Ship A-Sailing." Rust and Jenks' *Song Echoes*, p. 98.
(*c*) "St. Valentine's Day." Ripley and Heartz' *Song Development*, p. 58.

Poems. (*a*) Margaret Johnson: "One, Two, Three." *Riverside Second*, p. 38.
(*b*) "The Caterpillar." *Aldine Second*, p. 40.
(*c*) Stevenson: "Marching Song." *Free and Treadwell Third* p. 45. (First Grade Manual, p. 438.)
(*d*) E. L. McCord: "Three Little Sisters." *Child's World, Second*, p. 127.

Story-telling. (*a*) "Philip's Valentine." Poulsson: *Child's World*, p. 191.
(*b*) "The Hero of Haarlem." Bryant: *How to Tell Stories*, p. 239; *Child's World*, p. 374.
(*c*) "Mowgli's Brothers." Kipling's *Stories and Poems*, Book 1, p. 19. (R.L.S. 257.)
(*d*) "Dust Under the Rug" (Lindsay). Coe's *Second Book of Stories*, p. 67.

SUPPLEMENTARY OR PRACTICE READING

I. STORIES IN OTHER READERS

(*a*) **Little Red Riding Hood.** (Review.)
Progressive Road, Second, p. 33.
Beacon First, p. 106.
Holton-Curry First, p. 110.
Parmly First, p. 14.
Summers First, p. 55.
Art Literature Reader, Book 1, p. 98.
Natural Method, First, p. 57.
Children's Method, 2d year, 1st half, p. 1.
Baker and Thorndike Third, p. 54.
New American Readers, Book 2, p. 17.
Studies in Reading, Third, p. 89.

(*b*) **The Wee, Wee Woman.** (Review.)
Riverside Second, p. 18.
Child's World, First, p. 41.
Haliburton First, p. 94.
Gordon First, p. 35.

(*c*) **The Elves and the Shoemaker.**
Free and Treadwell Second, p. 45.
Beacon Second, p. 7.
Child's World, Second, p. 54. (Play.)
New Barnes Second, p. 30.
Parmly Second, p. 36.
Summers Second, p. 29.
American School Reader, Second, p. 147.
Riverside Third, p. 13.

(*d*) **Tom, Tit, Tot.**
Winston Second, p. 122.
Young and Field, Book 2, p. 25.
Baker and Thorndike Third, p. 110.

II. POEMS IN OTHER READERS

(*a*) **Who Killed Cock Robin?** — Mother Goose.
Free and Treadwell Second, p. 27.
Haliburton First, p. 111.
Heart of Oak, Book 1, p. 99.
American School Reader, Second, p. 70.

(*b*) **The Three Bugs,** by Alice Cary.
Howe Third, p. 172.
American School Readers, Third, p. 73.

(*c*) **Making a House,** by Josephine Preston Peabody.
Riverside Second, p. 16.

(*d*) **Who has seen the Wind?** Christina G. Rossetti. (First Grade Manual, p. 439.)
Story Hour, Book 2, p. 67.
Winston Second, p. 46.
Free and Treadwell Second, p. 72.
Riverside Second, p. 20.
Aldine Second, p. 75.
Natural Method, First, p. 136.
Elson Second, p. 129.
Baker and Thorndike Third, p. 26.
Studies in Reading, Second, p. 17.
Heart of Oak, Book 2, p. 21.
Winston Second, p. 46.

EXTRA WEEK OF PRACTICE READING

I. STORIES IN OTHER READERS

(*a*) **How the Robin got its Red Breast.**
Natural Method, Second, p. 79.
Haliburton Second, p. 13.

(*b*) **The Lady Bird and the Fly.**
Natural Method, First, p. 90.
Aldine, Book 1, p. 142.
Gordon First, p. 11.

(*c*) **The Jackals and the Lion.** (East Indian.)
Child's World, Second, p. 155.
Progressive Road, Book 2, p. 42.

(*d*) **The Wonderful Pot.**
Child's World, Second, p. 114.

(*e*) **How the Bean got a Black Seam.**
Aldine Second, p. 164.

(*f*) **The Lantern and the Fan,** by Florence Holbrook.
Riverside Second, p. 132.

II. POEMS IN OTHER READERS

(*a*) **Windy Nights,** by Robert Louis Stevenson. (See page 340.)
Merrill Second, p. 179.
Child's World, Second, p. 144.
Natural Method, Second, p. 29.
Easy Road to Reading, Third, p. 54.
Haliburton Second, p. 125.

(*b*) **The Drum,** by Eugene Field.
Eugene Field Reader, p. 24.
Studies in Reading, Second, p. 1.

(*c*) **Tiny Little Snowflakes,** by Lucy Larcom. (See page 345.)
Winston Second, p. 92.

(*d*) **If ever I see,** by Lydia Maria Child.
Beacon Second, p. 65.

(*e*) **A Goop Party,** by Gelett Burgess.
Horace Mann Second, p. 106.
Studies in Reading, Second, p. 80.

III. SILENT READING DRILL EXERCISES

Stone's Silent Reader, Book I, pp. 63, 65–66, 93–98. Review pp. 1–30.

GROUP VI

(Garden Stories, pp. 136–171)

Theme. Industry. How the things outdoors grow to fulfill their work (pea blossom). Care in keeping a garden. To the diligent belong the rewards. Fun that Peter Rabbit had in a garden.

Pictures. Some portray the main parts of the story (pp. 136–142). Children's activities in gardening (p. 144). Identification (p. 145). Animals in natural dress (p. 148); dressed up (pp. 151, 162, 163). Imaginative pictures for a poem (pp. 164, 166, 167).

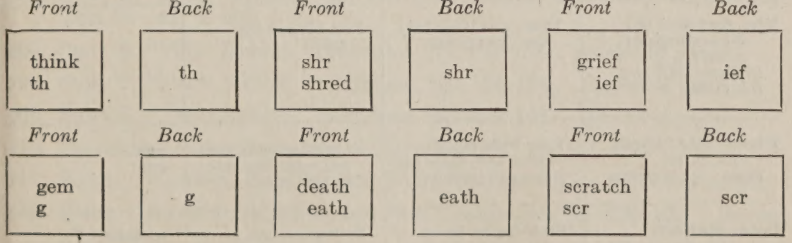
Specific objectives.

1. To find ideas that tell *who, when, where,* and *what.*
2. To get all the ideas from a section or stanza.
3. To respond more quickly to rhymes and pictures in poems.
4. To bring out the *who, where,* and *when* ideas more forcefully in oral reading.
5. To induct children into the adult paragraph and train in running eye back to next line to get the rest of the thought.
6. To test in rate and comprehension.
7. To teach short vowel sounds added to *m, n, p,* and *t;* second sound of *th* (think); *shr* and *scr;* IEF and EATH; and the soft sound of *g* (*j*).

Vocabulary. 19 sight words; 104 phonetic words; 82 variants of known words; and 26 compounds of known words. (See page xxxvii.)

Materials.

1. Phonic cards.



2. Diagnostic Tests No. 44–45.[1]

No. 43. Directions. Page 307.
No. 44. Verbal Appreciation. Page 308.
No. 45. Rate and Comprehension. Page 309.

[1] Furnished by the publishers in inexpensive form.

3. Phrases and sentences for perception drills:

the whole world; a garret window; a poor woman; to earn money; moving in the wind; a sigh of grief; Peter Rabbit, currant buns, Stop thief, brass buttons, out of breath, his cousin, Benjamin Bunny, during the evening, crystal light.

Supplying different words at blanks:

in the ..... (shell, pod, moss, roof, breeze, spout, pool).
We are ..... (partners, spry, thirsty, busy, lazy).
with a ..... (pea-shooter, spade, rake, hoe, basket, an umbrella, sieve, wheel-barrow).
Peter Rabbit ..... (had an accident, got into mischief, squeezed through, shed big tears.)

Bird's-eye view of Group VI. The following chart gives the purpose:

	Selection	*Theme*	*Purpose*	*Sight words*
	Five Peas in a Pod, p. 136	The good that a pea-vine did.	To show that being interested in something keeps one well.	
Story interest	1st story, p. 136	The life of the peas in the pod.	To help children visualize.	whole.
Story interest	2d story, p. 138	Adventures of the five peas.	To find thought elements as *when* and *where*.	garret. earn.
Story interest	3d story, p. 140	How the pea-vine on the roof grew.	To find thought elements.	moving.
Story interest	4th story, p. 142	How the pea-vine helped the girl to get well.	To find thought elements.	
	Gardening is Heaps of Fun, p. 144 Poem: *Appreciation*	Various things we must do in gardening.	To show the relation of big and little ideas.	busy.
	The Ant and the Grasshopper, p. 146 Fable: *SR drill*	Industry is rewarded in garden.	To bring out the *who, when, where,* elements. Informal test.	
	The Ant and the Grasshopper, p. 147 Dialogue: *SR and OR Drills*	Those who labor have the right to eat.	Test OR and SR drills.	
	Five Little Chickens, p. 148 Poem: *Appreciation*	Even little chicks must earn their food through industry.	To bring out *who, how,* and *what* elements; to play poem.	sigh. grief.
	Peter Rabbit.			
Story interest	1st story, p. 151	Peter begins his adventure in garden.	To improve eye movements and find answers to questions.	mischief. rather, cucumber, whom.
Story interest	2d story, p. 154	Peter's struggles with Mr. McGregor.	Ditto	sieve.
Story interest	3d story, p. 159	How Peter got home.	Ditto	cousin, wheelbarrow, onions, during.

Selection	*Theme*	*Purpose*	*Sight words*
Wynken, Blynken, and Nod, p. 164 Poem: *Appreciation*	A child's dream and its interpretation.	To help children see "pretends." To bring out the beauty of rhythm.	herring.
Who, When, What, p. 168 Drills: *Thought Elements*	To find thought elements.	SR and OR drills.	school. month.
Peter Rabbit Goes for Berries, p. 170 Test: *SR*	Another adventure of Peter Rabbit.	Rate and comprehension test.	

Schedule of basal lessons. The lessons for Group VI are as follows:

93. Story 1, "The Five Peas," pp. 136–137. *Drill VI–a*, p. 79.
94. Story 2, "The Pea-Shooter," pp. 138–139. *Drill VI–b*, p. 79.
95. Story 3, "The Garden on the Roof," pp. 140–141. *Drill VI–c*, p. 79.
96. Story 4, "The Pea Blossom," pp. 142–143. *Drill VI–d*, p. 79.
97. Re-reading and telling story, "Five Peas in a Pod," pp. 136–143.
98. Poem, "Gardening is Heaps of Fun," pp. 144–145. *Drill VI–e*, p. 79.
99. Poem, "Gardening is Heaps of Fun," continued. *Drill VI–f*, p. 79.
100. Fable, "The Ant and the Grasshopper," p. 146. *Drill VI–f*, p. 79.
101. Dialogue, "The Ant and the Grasshopper," p. 147. *Drill VI–g*, p. 79.
102. Dialogue, "The Ant and the Grasshopper," continued. *Drill VI–h*, p. 79.
103. Poem, "Five Little Chickens," pp. 148–150. *Drill VI–i*, p. 79.
104. Poem, "Five Little Chickens," continued. *Drill VI–j*, p. 79.
105. Dramatization, "Five Little Chickens," pp. 148–150.
106. Story 1, "Peter Rabbit," pp. 151–153. *Test of Directions.* Diagnostic Test No. 43, p. 307.
107. Story 2, "Peter Rabbit," continued, pp. 154–158. *Review of poems.*
108. Story 2, "Peter Rabbit," continued, pp. 154–158. *Review of poems.*
109. Story 3, "Peter Rabbit," continued, pp. 159–163. *Review of poems.*
110. Re-reading and telling story, "Peter Rabbit," pp. 151–163.
111. Poem, "Wynken, Blynken, and Nod," pp. 164–165. *Review of poems.*
112. Poem, "Wynken, Blynken, and Nod," continued, pp. 166–167. *Review of poems.*
113. Poem, "Wynken, Blynken, and Nod," reviewed, pp. 164–167. *Review of poems.*
114. Silent reading drill, "Who, When, What," pp. 168–169. *Drill VII–a*, p. 100.

115. Silent reading drill, "Who, When, What," continued. *Drill VII–b. Test of verbal appreciation.* Diagnostic Test No. 44, p. 308.

116. Silent reading test, "Peter Rabbit Goes for Berries," pp. 170–171. *Rate and comprehension.* Diagnostic Test No. 45, p. 309.

117. Silent reading test, continued. Test discussed.

118. Entertainment: A Story Party. Motivated review, pp. 136–171.

OPTIONAL AND SUPPLEMENTARY

I. Correlation with other subjects. See page 101.

II. Song games, poems, and story-telling. See page 101.

III. Supplementary reading. See page 102.

IV. Extra week of supplementary reading. See page 103.

1. THE FIVE PEAS (pp. 136–137)

Word study. 1. Sight word: ***whole.*** (Silent *w.*)

2. Phonetic words: *pod, shell, torn, farthest, burst.*

(Mud jingle; ELL, OR, AR, UR.)

3. Variants and compounds: *turning, smallest, pea, became, sunshine.*

4. Teach *mă, mĕ, mĭ, mŏ, mŭ,* developing the short sounds by reversing the order of letters in the Drum jingle.

ă	ĕ	ĭ	ŏ	ŭ
am ma	em me	im mi	om mo	um mu

Impromptu supervised drill. Select from the following words of several syllables. Write them on the board. Then play the definition game by describing what the word means, and having the children find and sound syllables. Do not break words on board, merely underline syllables.

Mag ic	med dle	mer ry	miss ing
mam my	mel o dy	mes sage	mis take
mat ter	mel on	Mex i can	mon i tor
mat tress	melt ing	mid dle	mon ster
med al	mem o ry	mir ror	mud dy

5. Seat work: Make compounds of *sun* either with letter builders or by writing the words:

....beam	....burst	....down	....light	....rise	....shine
....bonnet	....day	....fish	....ny	....set	....stroke
....burn	....dial	....flower	....niest	....shade	....s

Introduction. Review table of contents, pages V–VIII, children finding page numbers of titles. Anticipate what is coming in the Garden Stories. Talk about Hans Christian Andersen of Denmark and his stories for boys and girls. Then turn to page 136.

First reading. *Rapid silent reading:* to find the line that tells about the picture. (Last line of page 137.)

Second reading. By sections, all the children beginning to read at the same time; as,

> Read *section 1*, to the bottom of page 136. (Children read silently.) *What* is this about? . . . [Five peas] . . . *Where* did they live? . . . [in a pod] . . . Read the line that tells you *when?* . . . [Once upon a time] . . . What were the peas like? . . . What did they think? . . . Why? . . .
>
> *Section 2.* What do the sun and rain do to the pea pod? . . . [Ripen it — or turn it yellow] . . . What did the peas think? . . . Why? . . .
>
> *Note.* Bring out humor of peas judging the whole world to be green or yellow because they were.
>
> *Section 3.* Where were the peas growing? . . . [In a garden] . . . What was the "something"? . . . [probably a little boy] . . . Find the part that tells *when* . . . [one day] . . .
>
> *Section 4.* Who are speaking? . . . What do they say? . . .
>
> *Section 5.* Was it a clear day when the pea pod burst? . . . Where were they? . . . How did they get there? . . . What do you think he wants to do with them?

Throughout this story draw out all the ideas from the sections, having the children begin reading at same moment. Those who finish should raise hands and then re-read the section to find *who, when, where,* or *what.*

Oral reading. Read the sections aloud in relay to make the peas seem to talk like people.

Something to do. Plant peas in the class room in damp cotton and raise a pea-vine.

2. THE PEA-SHOOTER (pp. 138–139)

Word study. 1. Sight words: ***garret, earn*** (learn).

2. Phonetic words: *shot, moss* (toss). (Nut jingle; *ass, ess, iss, oss, uss.*)

3. Variants and compounds: *pea-shooter, flying, seemed, woman, child, wherever.*

4. Seat work. Game. Finding *where* words and expressions in pages 138–139. *Note:* The numbers in parentheses give the sections.

into the air (1)
into the wide world (2)
into the sun (3)
into a crack (5)
outside a garret window (5)
in the garret (6)
in bed (6)

Introduction. Story 1, reviewed. Question: What does the little boy want with five peas?

First silent reading. *To find out* what happened to the peas.

Second reading for organization. *Oral reading.* Read the part that tells (*a*) what the little boy did; (*b*) what the five peas said and what happened to them; and (*c*) who lived in the garret.

Find game. Hunting *where* and *when* words. Children glance through and find. (See seat work game on page 87.)

Thought questions. Where did the different peas think they were going? . . . Which pea is likely to grow into a little plant? . . . Why? . . . [moss like earth] . . . How did the mother care for her little child? . . .

3. THE GARDEN ON THE ROOF (pp. 140–141)

Word study. 1. Sight word: ***moving.***

2. Phonetic words: *roof, root, God, grant, propped.*

(OO; Mud and Pup jingles; *ant, ent, int, ont, unt.*)

3. Variants and compound: *putting, moved, child's, close, finely, climb, loving, pea-vine.*

4. Seat work game: Find *when* words and expressions in pages 140–141, and unite them or build with cut-up letters.

it was spring (1)	All day (4)
In the evening (4)	By and by (4)

Introduction. Previous story reviewed.

First reading. *To find out* about the garden on the roof. What was it? . . . Could the little girl see it? . . . Why? . . . How did the little girl feel when her mother returned? . . . How did the mother care for the pea-vine? . . . Did the vine care? . . .

Find parts that tell *where:* on the roof [title], through the window [1], across the floor [1], at the window [1], to the window [2, 3], into the sunshine [4].

Oral reading. Practice on reading the parts of Mother, Little Girl, and Book.

4. THE PEA BLOSSOM (pp. 142–143)

Word study. 1. Phonetic words: *swayed, breeze, spout, lazy, farther, pool, stood.* (AY, EE, OU, AR, $\overline{OO}$, $\breve{OO}$, "Little Lazy *e.*")

2. Variants: *blossom, wonder, days, Heavenly, one's, drowned, rosy.*

3. Teach the second sound of *th*. Key word, *think*. In the first year the other sound of *th* was taught. Key word, *this*. Write these two words on the board side by side. Sound them, having the children emphasize the *th* sound in *think* by pressing the tongue between the teeth. Then write at another place on the board the word *than*, have children sound and decide whether the *th* is sounded like *think* or *this*. Write the word under *this*, when they discover the similarity in sound. Select from the following and repeat the above procedure until the distinction between sounds is understood.

th in *think*		*th* in *this*	
thing	thirsty	than	then
thought	third	that	these
thorns	three	their	they
Thimblefinger	threw	them	those
thin	thrive		
thirty	throw		

4. Supervised work: With *th* at the end or in the middle of words, the same distinction holds. Write the following words on the board, have children underline the *th* sound and identify, placing the word with the proper group:

think		*this*
mou*th*		mou*th*s
clo*th*	nor*th*	clo*th*es
dea*th*	pa*th*	fea*th*ers
		Hi*th*er

Finding big ideas.

Section 1. Mother discovers a pea blossom.
Section 2. Child sits up and watches it.
Section 3. Mother's thankfulness because child is interested.
Section 4. What happened to other peas?
Section 5. What happened to the little girl?
Section 6. How the pea blossom felt.

Thought questions. What made the little girl well? . . . [Interest in something, sunlight, air, happiness in something else] . . . How does this little girl on page 143 differ from the little girl on pages 139 and 141? . . . What did you like to do when you were sick? . . .

GARDENING IS HEAPS OF FUN (pp. 144–145)

Word study. 1. Sight word: ***busy.***

2. Phonetic words: *partners, spade,.furrows, spy, pry, thirsty, vanquish, thrive, Haste.* (AR, UR, IR, OW, Y; Fun jingle; *ash, esh, ish, osh, ush;* "Little Lazy *e.*")

3. Variants: *gardening, heaps, seeds, push.*

4. Impromptu drill in attaching short vowels to initial *n* (Fun jingle).

ă	*ĕ*	*ĭ*	*ŏ*	*ŭ*
an na	en ne	in ni	on no	un nu

Pronounce the following, the teacher giving clues to the words by describing in the definition game:

nan ny goat	neck lace	nev er	nos trils
nap kin	neck tie	nib ble	nov el
nar row	neg lect	nim ble	num ber

Copy sentences like the following on the board and have the children supply the words:

(I use a ..... at the table.)

Introduction. Is gardening "Heaps of fun"? Why? . . . or, why not? . . .

Teacher reads aloud while children listen to tell why the poet thinks "gardening is heaps of fun."

Getting ideas in proper relation. Have the children read silently and answer questions that bring out ideas in relation to each other; as,

Stanza 1. "Heaps of fun" — *why?* . . . [Partners] . . . *because* [help] . . . *how* [spade, rake, hoe].

Stanza 2. What we do: First [spade] . . . second [rake] . . . *why* [ready for seeds] . . . third [plant] . . . *how* [carefully, in furrows].

Stanza 3. What we soon see: [tiny green things . . . little plants] . . . *Where* they are [above the ground] . . . *What* they do? [push, pry, climb] . . .

Stanza 4. What we do first? [Give water] . . . *Why?* [thirsty, so they may live] . . . Second? . . . [weed] . . . *Why?* [thrive and grow] . . .

Stanza 5. A call for help: *to whom?* [to rain, light, air] . . . *Why?*

Thought questions. Why is it important to plant right? To weed? To water? What do plants need in order to grow? Find out what common garden or farm plants are pictured on page 145.

a peas	**c** potatoes	**e** carrots
b beans	**d** corn	**f** onions

Learn the poem. See procedures on pages 63 and 78.

Something to do. Plant various seeds in damp cotton and compare the young plants to those on page 145.

THE ANT AND THE GRASSHOPPER (p. 146)

Word study. 1. Phonetic words: *Ant, grasshopper, gathering.* (*Ant, ent, int, ont, unt; ass, ess, iss, oss, uss; ga.*)

2. Variant: *worked.*

3. Finding *who, when,* and *where* words. Copy *who, when,* and *where* on paper, and find all expressions that give *who, when, where,* on page 146. Seat work:

who		*when*	*where*
ant	She	one warm summer day	in the garden
grasshopper	He, he	one cold winter day	in the ground
Mrs. Ant	I	last summer	
Mr. Grasshopper	you	now	

This gives you a fine chance to associate pronouns with names, not calling them pronouns, but merely "words that stand for other words."

Ant	grasshopper
Mrs. Ant	Mr. Grasshopper
She	He
I	he
me	me
	you
	I

Introduction. Question. Who are busy in harvest time — when anything gets ripe? [People, as farmers; birds, as robins eating cherries; insects, as ants storing up food; animals, as squirrels, storing up nuts.] Who do you think would make the better farmer — an ant or a grasshopper?

First reading. Informal test of silent reading. See page 22. Question: What did Mrs. Ant say to the grasshopper? [last three lines].

Second reading. *Rapid scanning to find things.* How many sections are there? How does the first one begin? . . . How does the second section begin? . . . How would the weather differ for these two days? . . .

What is Mrs. Ant doing on the "warm summer day"? . . . on the "cold winter day"?

What does Mr. Grasshopper say and do on the "warm summer day"? . . . What does he say on the "cold winter day"? . . .

What did Mrs. Ant say? . . .

Thought questions. Why was Mr. Grasshopper hungry? . . . Was everybody resting, as he said? . . . How do people keep food for winter? . . .

Oral reading. Two children in relay, impersonating laziness and industry.

DIALOGUE (p. 147)

Word study. 1. Variants: *laughs, knocks.*

2. Seat work: Find *who, when, where,* on page 147:

who		*when*	*where*
Grasshopper	I	summer	on her table
Mrs. Ant	She	winter	to the door
you	I'm	now	
He	you		
her	me		
Ant			

Reference drills.

a. Find the names of the speakers. Find how often each speaks.

b. Train children to run eyes across to middle of page to find *who* says or does, as you announce the different superior numbers of the sections; as, "Who *says* number *3?* [Ant.]

c. Which numbers tell what the grasshopper does? [2 and 6] . . . The ant? [4]

d. When did they have the longer conversation? [Winter] . . . How many lines was it? [8] . . .

e. Find the lines that tell the various things the ant or grasshopper do. Teacher writes on board: [hops to ant, laughs at her, puts food on table, sits, eats, walks up, knocks, sticks head in.]

Oral reading. Practice the speeches. Pantomime the directions.

Dramatization. Act the dialogue.

FIVE LITTLE CHICKENS (pp. 148–150)

Word study. 1. Sight words: ***sigh*** (high), ***grief.***

2. Phonetic words: *queer, squirm, odd, shrug, sharp, fifth, faint, moan, gravel-stone, act.*

(EE, IR, AR; Mud, Bug, Muff jingles; short *a;* "Bossy Letter" rule.)

3. Variant and compound: *fourth, garden-patch.*

4. Teach *shr,* developing from the two words *shed* and *red* by running the two initial consonants together. Key word, *shred.*

sh ed
r ed
shr ed

Blend: *shredded wheat, shrill, shrug, shrink.*

5. Teach short vowel sounds attached to initial consonant *p,* developing them from the Pup jingle, page 3.

ă	*ĕ*	*ĭ*	*ŏ*	*ŭ*
ap pa	ep pe	ip pi	op po	up pu

Note: Do not break words on board, merely underline syllables.

pan cake	pep per	pitch er	puz zle
pan sy	pick le	pock et	pan to mime
pat tern	pic nic	pub lic	pen man ship
pen cil	pil low	pud dle	pun ish ment

Introduction. Oral reading by teacher, children listening to answer question: How were the little chicks like Mr. Grasshopper?

Silent and oral reading. In each stanza find: Who is speaking? . . . How it speaks? . . . What it says? . . .

Read aloud in relay — six children.

Dramatization. Play the poem, using the outline on page 150.

In some schools the children can copy the speeches for seat work. Or six different children build the different speeches with letter builders.

Things to do. Make a Mother Hen and five chicks of paper or clay.

PETER RABBIT

1. PETER GOES VISITING (pp. 151–153)

Word study. 1. Sight words: ***mischief, rather, cucumber, whom*** (who).

2. Phonetic words: *Peter* (Pete), *Flopsy, Mopsy, Cotton-Tail, underneath, McGregor's* (Mac), *accident, pie, basket, umbrella, baker's, loaf, currant, buns, squeezed, radishes, parsley, knees, thief.*

(Pup, Nut, Fun, Bug, Drum, and Mud jingles; "Bossy Letter" and "Little Lazy *e*" rules; *as, es, is, os, us;* ELL, UR, EE, AR.)

3. Variants and compounds: *visiting, dears, fields, McGregor, gather, lettuces, feeling, setting, waving, fir-tree, blackberries.*

4. Teach IEF. Key word, *grief.* Blend: *chief, belief, thief.*

5. Game: Tagging words. Write the phonetic words on the board. See who can "tag" them by sounding them.

Transition to adult paragraph. In this story the transition is made to the adult paragraph, and word groups are broken by being continued to the next line. The lines are made short to aid in establishing quicker eye-movements so that children will find it easy to run their eyes back to the next line to complete the thought.

The story should frequently be read both silently and aloud for practice in improving eye-movements.

Introduction. Through table of contents. Review titles on page VIII. Then turn to the Peter Rabbit Story on page 151 and talk about the picture.

Silent and oral reading: *Supervised.* Take the story, section by section. Have the children begin reading together silently each time. After each of your questions have them find and read aloud the part that tells. Check up on poor or slow eye-movements by watching the children.

Titles. What is the name of the whole story? . . . What is the first story about? . . .

Section 1. How many little rabbits were there? . . . Their names? (Picture study: which might be Peter? Which are twins?) . . . What might their names be? . . . [Flopsy and Mopsy — rhymes] . . .

Section 2. Where did they live? . . . With whom? . . . What made their house very strong and safe? . . . Why? [Wind could not blow down, nor cow trample.]

Explain the hyphen to the children, saying that it tells that a word runs to the next line.

Section 3. What did Mrs. Rabbit call her children? . . . [my dears] . . . Where did she say they might go? . . . Where should they not go? . . . Why not? . . . Why did she not go with them? . . .

Anticipatory questions: How do you think she would be dressed? . . . Where might she be going?"

Note: These anticipatory questions will show you how to force the children to think ahead of their reading. The reading receives an added interest because it either confirms their own ideas or illuminates with additional ideas.

Section 4. Why did she carry what she did? . . . Where did Mrs. Rabbit go? . . . Why? . . . Why did she buy five buns? . . . Did she take the umbrella to keep the sun off? . . .

Section 5. How was Peter different from Flopsy, Mopsy, and Cotton-Tail? . . . What could they find in the land? . . . How did Peter get into the garden?

Section 6. How many things did Peter eat? . . . What were they? . . . Why did he eat the parsley? . . .

Section 7. What scared him? . . . Anticipatory question: Why did he not see Mr. McGregor sooner? . . . [behind frame on knees].

Section 8. What was Mr. McGregor doing? . . . What did he do when he saw Peter? . . . Why did he call Peter a thief? . . .

Thought questions. Which little rabbits are likely to have a good supper? . . . Why? . . . Did the little rabbits have playthings? (Picture).

Oral reading. Sections in relay, to give practice in reading thought groups naturally, running the eye back to the next line without halting — in section 1, "four little rabbits," not "four little" (pause) "rabbits."

Dramatization. 1. Play the good-by scene. 2. Play Mrs. Rabbit's visit to the baker's shop. 3. Pantomime Peter Rabbit in the garden.

Things to do. 1. Make stand-up cut-outs of Mrs. Rabbit, and the four little rabbits. 2. Construct Peter Rabbit's home, the lane, the fields, the woods, and Mr. McGregor's garden on the sand table. 3. Make a picture of what you think Mr. McGregor looks like.

Test of Directions. Drill period. Diagnostic Test No. 43, page 307.

2. IN THE GARDEN (pp. 154–158)

Word study. 1. Sight word: ***sieve*** (sĭv).

2. Phonetic words: *large, buttons, jacket, brass, shed, sobs, loose, wriggled, tool-shed, flower-pot, presently, sneezed, Ker-choo, breath, trembling, least, damp, lippity, beans.*

(AR, OO, EE, ER; Nut, Duck, Mud, Cub, and Pup jingles; *ass, ess, iss, oss, uss; as, es, is, os, us; ant, ent, int, ont, unt.*)

3. Variants and compounds: *dreadfully, losing, sparrows, leaving, rest, wander, locked, squeeze, puzzled, filled, gooseberry, overheard, upsetting, doorstep, watering-cans.*

4. Teach that *g* before *e, i,* or *y* is usually soft (sound of *j*). Key word, *gem.* For the hard sound of *g,* taught in the first year, the key word is *girl.*

The soft *g* (*j*) sound may occur in the middle of a word or near the end; as, *danger, cage.*

Write the following on the board, mixed up, and have the children re-arrange under the two sounds:

g as in *girl*			*g* (*j*) as in *gem*, usually before *e*, *i*, or *y*	
game	good	gap	giant	cage
gate	goose	gun	gypsy	
go	garden	garret	danger	
goat	golden	gather	large	

5. Teach EATH. Key word, *death*. Blend: *breath*, *feather*, *heather*, *leather*, *weather*. This is "Bossy Letter" with short *e*.

Silent and oral reading: *Supervised.* See page 94 for procedure.

Section 1. Anticipatory: How do you think Peter felt? . . . Had Peter run through the potatoes when his picture was made on page 154? . . . [No, still has his one shoe on]. . . . Where was he trying to go? . . .

Section 2. Could he run faster than he had? . . . Why? . . . Did he get away? . . . Why not? . . . What was his jacket like? . . . Will Mr. McGregor catch him now? (anticipatory) . . .

Section 3. How did Peter feel? . . . Did he have any friends? . . .

Section 4. What is Mr. McGregor doing in the picture? . . . How does Peter differ in the two pictures? . . .

Section 5. What did Peter do next? . . . Did he like it? . . . Who was going to use it? . . .

Section 6. What did Mr. McGregor do? . . . Where was Peter all this time? . . .

Section 7. Why did Peter sneeze? . . . [water made him take cold]. Practice reading this section.

Section 8. Why would Mr. McGregor be crosser than ever? . . . Give two reasons. [plants were upset; window too small for him] . . . Why did he go back to his work? . . .

Section 9. Why did Peter rest — give four reasons.

Section 10. What did he do next? . . . Why did he go slowly? . . .

Section 11. Why is Peter crying in the picture? . . . How was the door different from the gate? . . .

Section 12. What was the mouse doing? . . . What did she say to Peter? [Nothing, had too big a pea in her mouth to answer] . . . Why did Peter cry? . . . Were you ever lost like that? . . .

Section 13. Where did he go when he left Mrs. Mouse? . . . What do you think puzzled him? . . . What did he come to presently? . . .

Oral reading. Sections in relay.

Dramatization. Play the scenes with the sparrows; with the mouse.

Things to do. 1. Make stand-ups of Mr. McGregor, the friendly sparrows, and Mrs. Mouse.

3. HOW PETER GOT HOME (pp. 159–163)

Word study. 1. Sight words: ***cousin, wheel-barrow, onions, during.***

2. Phonetic words: *staring, Benjamin, scritch, scuttered, quietly, hung, flopped, weeks, camomile.*

("Lazy *e*"; Fun, Drum, Nut, and Pup jingles; EE; and *ang, eng, ing, ong, ung.*)

3. Variants and compounds: *gold-fish, speaking, Bunny, hoeing, scarecrow, frighten, blackbirds, rabbit-hole, wondered, clothes, table-spoonful, bedtime.*

4. Teach *scr.* Key word, *scratch.* Blend: *scritch, screen, screech, scream, scrap, scramble, screw.*

5. Attach short vowels to form *ta, te, ti, to, tu.* (Nut jingle.)

ă	*ĕ*	*ĭ*	*ŏ*	*ŭ*
at ta	et te	it ti	ot to	ut tu

Impromptu sounding of syllables.

Note: Do not break words on the board, merely underline syllables.

tab by cat	tad pole	Ted dy	tick et	Tom my
tab let	taf fy	ten nis	tick le	tun nel

Supervised silent and oral reading. See page 94.

Section 1. What is the cat doing? . . . Did Peter like cats? . . . Why not? . . .

Section 2. Towards what did he go? . . . What made him stop? . . . Why didn't he hear it sooner? . . . What did it sound like? . . . How did Peter run? . . . Where did he hide? . . .

Section 3. What did he do next? . . . What did he see? . . . What did Peter think? . . . Had Peter been there before? . . .

Section 4. How did he get to the gate? . . .

Section 5. When did Mr. McGregor see him first? . . . Why not before that? . . . Why was he safe outside the garden? . . .

Section 6. What did Mr. McGregor find in his garden? . . . What did he do with them? . . . Why? . . .

Section 7. How did Peter get home? . . .

Section 8. What did Peter do when he got home? . . . Why was the sand welcome? . . . What was his mother doing? . . . What did she say when she saw Peter? (anticipatory) . . . (Talk about the picture).

Section 9. What did his mother do? . . . Why? . . . Did Peter have supper? . . .

Section 10. What did the others have for supper? . . . Find them in the picture.

Oral reading. Sections in relay.

Dramatization. Play the home coming.

Things to do. 1. Make cut-outs of the white cat and the gold-fish and the wheel-barrow. 2. Draw a scarecrow. 3. Have a Peter Rabbit party. Choose the child who has improved most to be Peter Rabbit. Make a cap of tissue paper with ears standing up, for Peter Rabbit to wear. Have the children who re-read the story aloud, wear pictures of Peter Rabbit. Invite a guest.

WYNKEN, BLYNKEN, AND NOD (pp. 164–167)

Word study. 1. Sight word: ***herring.***

2. Phonetic words: *Wynken, Blynken, crystal, sped, ruffled, cast, foam, skies, trundle-bed, misty.*

(Mud and Fun jingles; "Bossy Letter"; *af, ef, if, of, uf; ast, est, ist, ost, ust.*)

3. Variants: *Nod, wooden, shoe, sailed, nets, gold, rocked, fishermen, twinkling, 'Twas, dream, they'd, dreamed, one's, sings, sights.*

4. Teach the consonant sound of *y* and review the two other sounds.

Consonant	Vowel	Vowel
Beginning a word, or syllable	*Final y (ĭ)*	*Phonogram (ī)*
you	funny	cry
yes	sunny	my
young	happy	fly

The letter *y* (*i*) in *crystal, Wynken, Blynken,* is sounded as if it were *ĭ.*

Review short sounds:

ma	me	mi	mo	mu
na	ne	ni	no	nu
pa	pe	pi	po	pu
ta	te	ti	to	tu

Introduction. Through the pictures. Where are the children going? . . . What is their boat? . . . What are they doing on page 166? . . . Is that the sun or the moon? . . . Why is he laughing? . . .

Then read the poem aloud, while the children listen. Bring out the beautiful singing rhythm.

First reading. As you read the poem aloud again, the children follow with you softly, trying to get the delightful swing of the stanzas. Or they read lines alternately with the teacher.

Don't tear a beautiful poem like this into shreds; but bring out enough for the children to see the beautiful fancy of Eugene Field.

Stanza 1. Who are sailing in the boat? . . . Find their names. What was the boat? . . . Where did they sail? . . .

What did the moon say? . . . What did the three children say? . . . How did they plan to catch the fish? . . .

Stanza 2. How did the moon and the wind behave? . . . What were the fish? . . . What did these little stars say? . . .

Find the herring fish in the picture. Find Wynken, Blynken, and Nod; the "wooden shoe"; "the river of crystal light"; and the "sea of dew."

Stanza 3. How long did they fish? . . . Do you think they caught any fish? . . . What did some people think? . . .

Stanza 4. What were Wynken, Blynken, and Nod? . . . Where were they called that? . . . What was the wooden shoe? . . . Find the picture that tells you that. . . . What gave them their idea of this wonderful trip through the sky? . . .

Oral reading. Read aloud in relay. Learn the poem. See pages 63 and 78.

Something to do. Draw the moon laughing; the wooden shoe; and the herring fish in the sky.

WHO? WHEN? WHAT? (pp. 168–169)

Word study. 1. Sight words: ***school, month.***

2. Phonetic words: *stole, class, To-morrow.*

3. Variants and compounds: *football, calls, dresses, dolls, henhouse, railroad, crossing, cotton, tops, books.*

4. Automobile game. Second Reader, p. 212, sections 1–6.

Finding thought elements: *Drill VII.* Have children read silently and tell you how to play the game. Then play it.

Procedures for daily drill periods. Drill VII.

a. Teacher calls numbers in order, and asks for *who;* as "3 — Find *who.*" ["Two men"]

b. Procedure *a,* teacher calling numbers in mixed order.

c. Teacher calls numbers in order and asks for *when;* as "4 — Find *when.*" ["last summer"]

d. Procedure *c,* in mixed order.

e. Teacher calls numbers in order and asks for *what;* as, "5 — Find *what.*" ["First went to school"]

f. Procedure *e,* in mixed order.

g. Teacher calls number; child reads sentence silently and tells.

h. Teacher calls number; child reads sentence aloud, emphasizing the *when* part.

i. Procedure *h;* child reads aloud, emphasizing the *where* part.

j. Procedure *h;* child reads aloud, emphasizing the *what* part.

Test of verbal appreciation. Diagnostic Test No. 44. (See p. 308.)

PETER RABBIT GOES FOR BERRIES (pp. 170–171)

Word study. 1. Phonetic words: *wore, lunch, led.* (OR, Fun, and Mud jingles.)

2. Variants and compounds: *taking, blackberry, rubbers, baked, hunting, apiece, blackbird.*

3. Number and word game. Second Reader, back lining. (*1*) Read the words for the numbers; (*2*) Find the words that mean the other thing, or opposite (antonyms); then play the game. Tell the children to read the lines across the page, when hunting words.

4. Seat work: Number and word game. Back lining. Have the children unite the numbers or words that go together. (See pages 48, 65, and 78.) Several lessons.

Test of speed and comprehension. Diagnostic Test No. 45. (See page 309.)

Talking about the test. See page 293.

STORY PARTY (pp. 136–171)

A Poem in Relay. "Gardening is Heaps of Fun," p. 144. . . 5 children
A Fable Acted. "The Ant and the Grasshopper," p. 146. . . 2 children
A Story Retold. "Five Peas in a Pod," p. 136. . . . . 4 children
A Poem in Relay. "Five Little Chickens," p. 148. . . . . 6 children
A Story Reread in Relay. "Peter Rabbit," p. 151. . . . . The class
A Poem in Relay. "Wynken, Blynken, and Nod," p. 164. . . 4 children

CORRELATION WITH OTHER SUBJECTS

Picture study. *Perry Pictures:* grasshopper, 9638, 2 cts.; Rabbits, 1321.

Conversation. What plants need to make them grow. What sick children need to get well. How to take care of a garden.

Dramatization. "Ant and Grasshopper"; "Five Little Chickens"; "Peter Rabbit."

Language. Little Chicken play, p. 150 of Second Reader. A Garden Booklet.

Health lesson. Fresh air: in the schoolroom, at night, in homes. Pure water.

Nature study. How peas grow: seed, leaves, flower, fruit. How to make a garden. Insects, and the harm they do. How to keep chickens. Kinds of chickens. Plant peas and watch them sprout.

Penmanship. Second Reader, p. 150.

Incidental numbers. Reference drills.

Music. (*a*) "Waiting to Grow": *Columbia record* A3143.
(*b*) "The Slumber Boat": *Columbia record* A3144.
(*c*) "See-saw": *Victor record* 17596.
(*d*) "Sing, Bluebird": *Victor record* 18886.

Games. Definition game, p. 86; Compound game, p. 86; *Where* words, p. 87; *When* words, p. 88; Tagging game, p. 94; Who, when, what, p. 99.

Handwork. Hens and chicks cut-outs. Cut-outs of Mrs. Rabbit and little rabbits. Sand-table construction for Peter Rabbit story. Stand-ups of Mr. McGregor, sparrows, mouse, cat, goldfish, wheel-barrow. Draw moon, shoe, fish.

Collections. Pictures of vegetables and flowers. Catalogues from seed stores. Seeds.

SONG GAMES, POEMS, AND STORY-TELLING

Song games. (*a*) "Who has seen the Wind?" Bentley's *Play Songs*, p. 6.
(*b*) "The Land of Nod." Riley and Gaynor's *Songs of Child's World*, 1, p. 11.
(*c*) "Jack Frost." Riley and Gaynor, p. 68.
(*d*) "The Wind." Jenks and Rust's *Song Echoes*, p. 30.
(*e*) "Lady Moon." Ripley and Heartz' *Song Development*, p. 72.

Poems. (*a*) "One Step and Then Another." *Beacon Second*, p. 157.
(*b*) "The Dandelion." *Aldine Second*, p. 106.
(*c*) Riley: A Sea-Song. *Riverside First*, p. 99.

Story-telling. (*a*) "Why the Woodpecker's Head is Red." Holbrook: *Nature Myths*, p. 15.

(*b*) "Hans and the Four Big Giants." Harrison: *In Story Land*, p. 86.

(*c*) "Mowgli Among the Monkeys." Kipling's *Stories and Poems*, Book 1, p. 22. (R.L.S. 257.)

(*d*) "The Necklace of Truth." (Jean Macé.) Coe's *Second Book of Stories*, p. 56.

SUPPLEMENTARY OR PRACTICE READING

I. STORIES IN OTHER READERS

(*a*) **Three Billy Goats Gruff.** (Review.)
Story Hour, Bk. 2 ("Giant Giro"), p. 6.
Riverside Second, p. 97.
Progressive Road, Second, p. 48.
Winston First, p. 28.
Baker and Thorndike First, p. 13.
Elson First, p. 24.
New American Readers, Book 1, p. 119.
Easy Road to Reading, First, p. 15.
Horace Mann First, p. 64.
The "Ship" Literary Readers, Bk. 1, p. 98.
Beacon First, p. 54.
Studies in Reading, First, p. 129.
Holton-Curry Second, p. 37.
Horace Mann First, p. 64.
American School Reader, Second, p. 43.

(*b*) **City Mouse and Country Mouse.** (Review.)
Winston Second, p. 31. (Play.)
Young and Field, Book 2, p. 51.
Summers First, p. 89.
Haliburton First, p. 20.
Progressive Road, Book 1, p. 109.
Free and Treadwell First, p. 57.
Baker and Thorndike Third, p. 43.
Heart of Oak, Book 2, p. 26.

(*c*) **Discontented Pine Tree.** (Review.)
Free and Treadwell Second, p. 35.
Young and Field Second, p. 69.
Natural Method, First, p. 65.
Edson-Laing Second, p. 49.
Story Readers Primer, p. 78.

(*d*) **Dark Pony.**
Elson Primer, p. 118.
Searson and Martin First, p. 88.
Child's World, First, p. 95.

II. POEMS IN OTHER READERS

(*a*) **The Wind,** by Robert Louis Stevenson. (F.G.M., p. 437.)
Young and Field Second, p. 89.
Merrill Second, p. 20.
Aldine Second, p. 76.
Child's World, Second, p. 143.
Studies in Reading, Second, p. 178.
American School Reader, Second, p. 91.
Heart of Oak, Second, p. 24.
Free and Treadwell Third, p. 49.
Art Literature Reader, Book 2, p. 23.
Story Hour, Third, p. 65.
Haliburton Third, p. 10.
Winston Third, p. 147.

(*b*) **"Sleep, Baby, Sleep."** (First Grade Manual, p. 442.)
Free and Treadwell Second, p. 187.
Young and Field Second, p. 191.
Riverside Second, p. 13.
Merrill Second, p. 12.
Aldine Second, p. 85.
Merrill Second, p. 12.
Studies in Reading, Third, p. 156.

(*c*) **Little Birdie,** by Alfred Tennyson. (First Grade Manual, p. 442.)
Elson First, p. 94.
Baker and Thorndike Third, p. 76.
Free and Treadwell First, p. 127.
Gordon First, p. 112.
Laurel Primer, p. 86.

EXTRA WEEK OF PRACTICE READING

I. STORIES IN OTHER READERS

(*a*) **Jack and the Beanstalk.**
Elson Second, p. 209.
Baker and Thorndike Third, p. 16[1].
New American Readers, Book 1, p. 113.
American School Reader, Second, p. 50.
Haliburton Second, p. 58. (Play.)
Heart of Oak, Book 2, p. 62.
Horace Mann Third, p. 237.

(*b*) **The Hen Who Went to High Dover.**
Elson First, p. 151.
Edson-Laing Second, p. 6.

(*c*) **The Clever Jackal.**
Story Hour, 1st year, 2d half, p. 104.

(*d*) **The Alligator and the Jackal.**
New American Readers, Second, p. 174.
New Barnes Second, p. 137.

(*e*) **Bruin and Reynard.**
Child's World, Second, p. 39.

(*f*) **The Ant and the Grasshopper,** by Æsop.
Natural Method, Second, p. 147. (Play.)
Elson Second, p. 38.
Baker and Thorndike Third, p. 45.
American School Reader, Second, p. 16.
Aldine Second, p. 15.

II. POEMS IN OTHER READERS

(*a*) **Lady Moon,** by Lord Houghton. (First Grade Manual, p. 443.)
Edson-Laing. Introductory.
Edson-Laing, Introductory Book, p. 109.
Aldine Second, p. 89.
Baker and Thorndike Third, p. 227.

(*b*) **What the Winds Bring,** by Edmund Clarence Stedman. (See page 351.)
American School Reader, Third, p. 83.
Summers Second, p. 93.

(*c*) **Block City,** by Robert Louis Stevenson. (See page 340.)
American School Reader, Second, p. 13.
Studies in Reading, Third, p. 95.

(*d*) **Foot Soldiers,** by John Bannister Tabb.
Child's World, Second, p. 87.

(*e*) **Who likes the Rain?** by Bates. (First Grade Manual, p. 442.)
American School Reader, Second, p. 25.

III. SILENT READING DRILL EXERCISES

Stone's Silent Reader, Book I, pp. 58–66, 99–105. Review pp. 31–52.

GROUP VII

(Thinking of Things to Do, pp. 172–195)

Theme. Resourcefulness. Wisdom in buying things. Finding things to do or play on rainy days. Thinking of ways to conquer difficulties.

Pictures. Parts of story illustrated, pp. 172–182. Finding pictures in poems, pp. 184–185. Contrast of things to do indoors with things to do outdoors.

Specific objectives.

1. To find ideas of *who*, *when*, *where*, and *what* in both silent and oral reading.
2. To make transition to the smaller Third Reader type.
3. To continue effort to quicken eye-movements back to next line, and to grasp thought groups quickly, even if broken by continuing to the next line.
4. To stress more fully anticipatory and thought questions, thus encouraging children to preserve a thoughtful attitude in their reading, being actually thinking instead of merely absorbing the ideas.
5. To test vocabulary and phonetic strength.
6. To teach various combinations with long vowels.

Vocabulary. 14 sight words; 51 phonetic words; 44 variants of Primer and First Reader words; and 11 compounds of known words. (See page xxxvii.)

Materials.

1. Diagnostic Tests Nos. 46–48.[1]

   No. 46. Finding thought elements, p. 310.
   No. 47. Following Directions, p. 311.
   No. 48. Word Recognition, p. 312.

2. Phrases and sentences for perception drills:

   tissue paper, a front view, a tennis racket, paper-doll furniture, with pleasure.

   Supplying different words at blanks:

   meant to ..... it (remember, paste, send, touch).
   in the ..... (shop, purse).
   It was ..... (delightful, cheap, twelve cents, worth it, horrid, ugly, Aunt Mary, a good choice, lonely, heavy).
   There was a ..... (hoop, kitchen, parlor, bureau, pin-cushion, clock, piano, sofa, stove).

[1] Furnished by the publishers in inexpensive form.

Bird's-eye view of Group VII. The following chart gives the purpose to be served by the various selections of the group:

	Selection	*Theme*	*Purpose*	*Sight words*
Story interest	**Molly's Ten Cents,** p. 172	Think before you "grab."		
	1st story, p. 173	How Molly got her ten cents.	To make children think in reading.	meant, tissue, Julia.
	2d story, p. 175	The girls can't decide what to buy.	To bring out descriptive parts.	view, bureau, pin-cushion, piano, sofa.
	3d story, p. 180	Their disappointment.	To show the foolishness of not deciding for themselves.	horrid, Aunt, pleasure.
	Fun in a Garret, p. 184 Poem: *Appreciation*	Fun in thinking of things to do when it rains.	Visualizing details.	steaks.
	Doing Three Things, p. 186 SR Drill: *Directions*	Following directions in adult paragraph form.	To develop speed and accuracy.	
	Rain, p. 188 Poem: *Appreciation*	Putting one's self into sympathetic feeling towards raindrop.	To bring out rhythm and feeling of poetry.	touch.
	The Crow and the Pitcher, p. 190 Fable: *SR Drill*	Resourcefulness in overcoming a difficulty.	Informal test of speed and comprehension.	heavy.
	The Crow and the Pitcher, pp. 190–191 Monologue: *SR and OR Drills*	Ingenuity of crow.	Drills in OR and SR.	
	Who, When, What Game, p. 192 Drill: *Thought elements*	Organization of sentences into parts.	To teach children to discriminate in *who*, *when*, *what* ideas.	
	Hidden Word Game, p. 194 Test: Vocabulary and Phonetics	Vocabulary work.	To test child's self-reliance in dealing with words.	

Schedule of basal lessons. The lessons for Group VII are as follows:

119. Story 1, "The Ten Cents," pp. 172–173. *Drill VII–c*, p. 100.
120. Story 1, "The Ten Cents," continued, p. 174. *Drill VII–d*, p. 100.
121. Story 2, "In the Store," p. 175. *Drill VII–e*, p. 100.

122. Story 2, "In the Store," continued, pp. 176–177. *Drill VII–f*, p. 100.
123. Story 2, "In the Store," pp. 178–179. *Drill VII–g*, p. 100.
124. Story 3, "The Grab Basket Decides," pp. 180–181. *Drill VII–h*, p. 100.
125. Story 3, "The Grab Basket Decides," continued, pp. 182–183. *Drill VII–i*, p. 100.
126. Re-reading story, "Molly's Ten Cents," pp. 172–183.
127. Dramatization, "Molly's Ten Cents," pp. 172–183.
128. Poem, "Fun in a Garret," pp. 184–185. *Drill VII–j*, p. 100.
129. Poem, "Fun in a Garret," continued. *Test of Thought Elements.* (Diagnostic Test No. 46, p. 110.)
130. Silent reading drill, "Doing Three Things," pp. 186–187. *Drill VIII–a*, p. 111.
131. Silent reading drill, "Doing Three Things," continued. *Drill VIII–b*, p. 111.
132. Poem, "Rain," p. 188. *Drill VIII–c*, p. 111.
133. Poem, "Rain," con inued. *Drill VIII–d*, p. 111.
134. Fable, "The Crow and the Pitcher," p. 190. *Drill VIII–e*, p. 111.
135. Monologue, "The Crow and the Pitcher," pp. 190–191. *Drill VIII–f*, p. 111.
136. Monologue, "The Crow and the Pitcher," continued. *Test of Following Directions.* (Diagnostic Test No. 47, p. 311.)
137. Silent reading drill, "Who, When, What," pp. 192–193. *Drill IX–a*, p. 112.
138. Silent reading drill, "Who, When, What," continued. *Drill IX–b*, p. 112.
139. Silent reading test, "Hidden Word Game," pp. 194–195. *Word Recognition.* (Diagnostic Test No. 48, p. 312.)
140. Silent reading test, "Hidden Word Game," continued.
141. Entertainment: A Story Party. Motivated review, pp. 172–195.

OPTIONAL AND SUPPLEMENTARY

I. Correlation with other subjects. See page 113.
II. Song games, poems, and story-telling. See page 114.
III. Supplementary reading. See page 114.
IV. Extra week of supplementary reading. See page 115.

MOLLY'S TEN CENTS

1. THE TEN CENTS (pp. 172–174)

Word study. 1. Sight words: ***meant, tissue, Julia.***

2. Phonetic words: *Molly* (dolly), *Priscilla, spent, exchanged, remember, Drayton, shops, person, purse.*

(*as, es, is, os, us; ant, ent, int, ont, unt;* Nut and Pup jingles; AY, ER, UR, ILL.)

3. Variants and compounds: *Molly, cousins, week, grandmother's, dimes, Priscilla's, letter, spend, shopping-bag, ten-cent, shopping, fire-crackers.*

4. Develop the idea that ER, UR, and IR have the same sound, using the words:

her *fur* *fir*

Apply the sound to *person* and *purse.*

5. Seat work: Find the compound words or words that can break into two words on pages 173–174:

grand mother's (1)	a round (5)
fire crackers (4)	your self (5)
some thing (4)	shopping bag (6)
	ten cent (6)

Introduction. Through table of contents. Have a rapid drill on finding page numbers of favorite stories or poems suggested by the children. Read titles of the new story on page ix. Then turn to page 172 to find out about the ten cents.

Anticipatory and thought questions (to be discussed before reading the section that tells).

Picture, p. 172. Who might the people be? . . . What are the girls doing? . . . Which do you think is Molly? . . .

The title, p. 173. How much is ten cents? . . . What could a person do with ten cents?

Sections 1–4. What things might they do in the country? . . . How could they remember each other? . . . Did Priscilla spend her ten cents wisely? . . .

Sections 5–7. What do you think Molly will do with her ten cents? . . . Which is Molly in the picture? . . . What would she need to go shopping? . . .

Oral reading. Read aloud in relay by sections. Observe which children run eye quickly to the next line to "pick up the rest of the thought." Have them try to read by thought elements.

Note: Periods and commas may be explained as separating thoughts, — the periods, big thoughts; the commas, little thoughts.

Something to do. 1. Make stand-up cut-outs of Molly and Julia.
2. Copy Priscilla's letter.

2. IN THE STORE (pp. 175–179)

Word study. 1. Sight words: ***view, bureau, pin-cushion, piano, sofa.***

2. Phonetic words: *Fletcher's, card, pasted* (paste), *tennis, racket, hoop, twelve, since, cheap, furniture, kitchen, parlor, clock, shade, stove, parcels.*

(Nut, Fun, Duck jingles; AR, UR, OO; "Little Lazy *e*" and "Bossy Letter" rules; *al, el, il, ol, ul.*)

3. Variants and compounds: *delightful, shop, cards, pins, sweet, dress, children's, worth* (Woolworth) *decide, paper-doll, baby-cart, watering-pot, bedroom, everything.*

4. Long sounds of vowels. In the long sounds the vowels say their names. Write these on the board. Then underneath write the short sounds, and drill the children in the two sets of sounds. (Without marks.)

ā	ē	ī	ō	ū
ă	ĕ	ĭ	ŏ	ŭ

5. Seat work: (*a*) Find words on pages 175–176 in which the vowels are long, or "say their names":

ā	*ē*	*ī*	*ō*	*ū*
p*a*per	*e*ach	deli*gh*tful	st*o*re	bl*ue*
p*a*sted	th*e*se	wh*i*te	al*so*	J*u*lia
b*a*by	b*e*	sm*i*le	*o*nly	furnit*u*re
pl*a*ythings	d*e*ar		cl*o*thes	b*u*reau
ch*a*irs	gr*ee*n		s*o*fa	
sp*a*de	sh*e*		st*o*ve	
pl*a*ce	ch*ea*p			
t*a*ble	s*ee*			

(*b*) Make a list of ten things that might be in the grab basket.

Visualizing a story. 1. *To picture details.*

Sections 1–2. Draw on the board as the children contribute ideas, a big card with the following, and have them tell you what colors will be needed for crayoning.

paper-doll children (back and front)
dresses (blue, red, and white)
tennis racket
hoop (brown)
baby-cart (red)
shopping-bag (blue)
watering-pot (green)

Sections 4–6. Do the same for the three cards of paper-doll furniture:

kitchen (table, stove, dishes)
parlor: piano, sofa (red), chairs, piano lamp (tall, red)
bedroom: bureau (brown), bureau cover (red and white), pin-cushion (red, pins), chairs (brown), clock

Sections 9–10.

basket (tall, round)
card (above basket, large black letters, what it read)
parcels (fat, thin, long, short, tissue paper)

2. *To act a conversation:*

Sections 2–3. About card of paper-doll children.
Sections 5–6. About card of paper-doll furniture.
Sections 7–8. About doll.

Oral reading. Read in relay to bring out pictures and conversation.

Something to do. 1. Make paper-doll cards, as described in the story.

3. THE GRAB BASKET DECIDES (pp. 180–183)

Word study. 1. Sight words: ***horrid, Aunt, pleasure.***

2. Phonetic words: *slate, silly, ugly, vase, choice, unless.* ("Little Lazy *e*"; ILL, OI; Bug and Fun jingles; and *ass, ess, iss, oss, uss.*)

3. Variants and contractions: *decides, block, parcel, Turner, didn't, wasn't.*

4. Seat work: Make compounds by combining *door* with the following and use five in sentences:

....step	in....	....frame
....knob	....way	....keeper
....sill	....key	out....

5. Picture and story game. Back lining. Draw pictures for words from 1 to 10.

Visualizing a story. 1. *To give conversation:*

Sections 1–5; 7–8; 10; 12–15.

2. *To give action:*

Sections 3, 5, 6, 9; 11; 16.

Dramatization. Play the stories.

Thought question. Which two sets of furniture do you think she could have most fun with?

FUN IN A GARRET (pp. 184–185)

Word study. 1. Sight word: ***steaks.***

2. Phonetic words: *truly, eaves, screen, Warren, Joe, clerk, send, ribbons, lots.* (Bossy Letter; AR, ER, END; Cub and Nut jingles.)

3. Contraction and compound: *We're, make-believes.*

4. Attach initial consonants to long vowel syllable.

ā	ē		ī	ō	ū
fā ble	bē lief	bē fore	bī son	gō ing	trū ly
bā sin	bē ing	rē turn	bī cy cle		
	bē hind	dē light	drī est		
	bē low				

Note: Words are separated and marked only for the teacher's convenience. Do not divide on the board.

Introduction. Talking about things to do on a rainy day. How to play in a garret, or attic.

Oral reading by teacher, the children listening to tell the different things done.

Silent and oral reading. Read again to see which of the things you would rather do.

Picture study. Tying up the lines with the pictures.

Who is talking in the poem? Name the children in the pictures.

Test of thought elements. Diagnostic Test No. 46, page 310.

Note: Given in Drill Period, 129th day.

Talking about the test. The first free Drill Period is on the 139th day. (See Schedule of Basal Lessons, p. 106.)

DOING THREE THINGS (pp. 186–187)

Word study. 1. Phonetic word: *shore.* (Lazy *e.*)

2. Variants: *means, blanket.*

3. Review long *o:*

Little Lazy e		*O*	*Bossy Letter*	
(r)obe	(b)one	gō	oab	(m)oan
(r)ode	(h)ope	sō	(r)oad	(s)oap
(t)oe	(m)ore		(l)oaf	(r)oar
(ch)oke	(h)ose		oak	(t)oast
(h)ole	(n)ote		(c)oal	(b)oat
(h)ome	(r)ove		(f)oam	

4. Seat work: Picture and story game. Back lining. Draw pictures for words from 11 to 20.

Transition to paragraph form. Compare pages 186–187 with page 133, and you will find the added difficulty to be the necessity to dig the three directions out of an adult paragraph. To find *first, second,* or *third* thing to do, it is necessary to look through the whole paragraph instead of finding the first, second, or third line, as before.

Procedures. Drill VIII.

a. Teacher announces numbers in order, and children do the first thing.
b. Procedure *a,* in mixed order.
c. Teacher announces numbers in order, children perform first and second things.
d. Procedure *c,* in mixed order.
e. Teacher announces numbers in order; children do all three things.
f. Procedure *e,* in mixed order.

See pages 18 and 79 for additional procedures.

RAIN (pp. 188–189)

Word study. 1. Sight word: ***touch.***

2. Phonetic words: *slide, dirt, lonely.* ("Little Lazy *e*"; IR.)

3. Variants and compound: *rain-drop, slip, you've, Mother's, inside.*

4. Review long *i* with ending from "Little Lazy *e*" rule and phonogram *y* (i).

Little Lazy e makes i say its name

(tr)ibe	(l)ie	(l)ike	(r)ipe	(b)ite
(m)ice	(w)ife	(t)ime	(t)ire	(f)ive
(h)ide	(obl)ige	(f)ine	(w)ise	

Phonogram y

by	dry	fry	pry	spry	try
cry	fly	my	sty	sly	wry

Introduction. Picture and introduction on page 188 in Second Reader. Child reads silently.

Teacher then reads aloud while children accompany softly.

Oral reading. (1) To bring out the journey of the rain-drop; (2) the feelings of the rain-drop; (3) the little girl's feeling.

Drill for breath control. The first stanza is excellent.

Picture study. Do you think this little girl is having as much fun as the children on pages 184–185?

THE CROW AND THE PITCHER (pp. 190–191)

Word study. 1. Sight word: ***heavy.***

2. Phonetic words: *pitcher, pebbles.* (Nut and Cub jingles.)

3. Review long *ū* from "Little Lazy *e*" rule:

(c)ube	(h)uge	(f)ume	furnit*u*re
(r)ude	(d)uke	(t)une	use
(bl)ue	(r)ule	(d)upe	(c)ute

Informal test. Fable, page 190. See page 22. Question: Did she get a drink?

MONOLOGUE (pp. 190–191)

Word study. 1. Variant: *pebble.*

2. Picture and story game. Back lining. Make up stories for numbers from 21 to 25.

3. Review phonetics.

Oral and silent reading drills. See pages 52, 66, or 92.

Dramatization. Play the fable with *say* and *do.* The children will criticize each performance to see whether everything was said or done as given in book.

Something to do. 1. Make a pitcher of clay. 2. Make a stand-up crow.

Test of doing three things. Diagnostic Test No. 47. See pp. 106, 311. This is given in the Drill Period of the 136th day. See Schedule of Basal Lessons on page 106.

WHO, WHEN, WHAT GAME (pp. 192–193)

Word study. 1. Phonetic words: *Fred, boats.* (Mud jingle, "Bossy Letter" rule.)

2. Variants: *pies, ribbon, hoops, streets, grandfather's.*

3. Combine AR with initial and final consonants and sound:

(f)ar	(y)ard	(l)arg(e)	(f)arm	(b)ars
(h)arb(or)	are	(p)ark	(b)arn	(c)art
arc	(sc)arf	(sn)arl	(h)arp	

Procedures. *Drill IX.* See page 100 for a, b, c, d, e, f, g, h, i, j.

HIDDEN WORD GAME (pp. 194–195)

Word study. 1. Phonetic words: *heat, gain, space.* ("Bossy Letter" and "Little Lazy *e*" rules.)

2. Variants: *puzzles, finding, given, shape, slash, drill, switch, grand, mixing.*

3. Review short and long vowel phonetics in which children are weak.

4. Automobile Game. Second Reader, page 212, sections 1–7.

Test of verbal recognition. Diagnostic Test No. 48. See page 312.

Talking about the test. See page 293.

STORY PARTY (pp. 172–195)

A Poem in Relay	"Fun in a Garret," p. 184	3 children
A Fable Retold.	"The Crow and the Pitcher," p. 190	1 child
Reading in Relay.	"Molly's Ten Cents," p. 172	The class
A Fable Acted.	"The Crow and the Pitcher," p. 190	1 child
A Poem in Relay.	"Rain," p. 188	3 children
Favorite Poems from Memory		Volunteers

CORRELATION WITH OTHER SUBJECTS

Picture study. *Perry Pictures:* crow, 9026, 2 cts.

Conversation. What to think of in buying something. Fun in a garret, barn, meadow, nursery, kitchen, schoolyard.

Dramatization. "Molly's Ten Cents"; "The Crow and the Pitcher," Story Party.

Language. Things to do on a rainy day. Kinds of stores and things to buy.

Health lesson. Politeness in eating and drinking: neatness, gentle manners, passing things, etc.

Nature study. What makes the rain?

Penmanship. Copy Priscilla's letter.

Incidental numbers. 1–36 in quick reference.

Music. (*a*) "Shoemaker John": *Columbia record* A3143.
(*b*) "April Showers": *Columbia record* A3146.
(*c*) "Raindrops": *Victor record* 18886.
(*d*) "The Butterfly": *Victor record* 18886.

Games. Compounds, p. 107; Doing Three Things, p. 110; Picture and story game, p. 110; Who, when, what, p. 112.

Handwork. Stand-ups of Molly and Julia. Paper-doll cards as described in story. Clay pitcher. Stand-up crow.

Collections. Catalogues of stores.

SONG GAMES, POEMS, STORY-TELLING

Song games. (*a*) "Song of the Loaf of Bread." Riley and Gaynor's *Songs of Child's World*, 1, p. 15.

(*b*) "Christmas Time." Ripley and Heartz' *Song Development*, p. 84.

(*c*) "Swing Song." Rust and Jenks, *Song Echoes*, p. 90.

(*d*) "Thanksgiving Day." Ripley and Heartz' *Song Development*, p. 70.

Poems. (*a*) Larcom: Calling the Violet. (See page 345.)

(*b*) "My Fairy." *Riverside Second*, p. 144.

(*c*) Rossetti: Sun and Rain. *Child's World, First*, p. 56. (See page 342.)

(*d*) Tabb: The Halloween Elf. *Haliburton Second*, p. 40.

Story-telling. (*a*) "The Lombardy Poplar." Cooke's *Nature Myths*, p. 56.

(*b*) "Little Daylight." Bryant's *How to Tell Stories*, p. 186.

(*c*) "The Story of the Oriole." Holbrook's *Book of Nature Myths*, p. 86.

(*d*) "St. Christopher." Coe's *First Book of Stories*, p. 148.

SUPPLEMENTARY OR PRACTICE READING

I. STORIES IN OTHER READERS

(*a*) **Old Woman and the Pig.** (Review.)
Baker and Thorndike First, p. 28.
Heart of Oak, Book 1, p. 83.
Story Hour, 1st year, 2d half, p. 43.
New Barnes First, p. 34.
Beacon First, p. 13.
Children's Method Reader, 1st year, 1st half, p. 67.
Studies in Reading, First, p. 66.

(*b*) **Fox and Bag Story.** (Review.)
Horace Mann First, p. 38.
Gordon First, p. 42.
Child's World, First, p. 108.
Studies in Reading, First, p. 110.
Winston First, p. 2.

(*c*) **Lamb in Drum Story.** (Review.)
Elson First, p. 162.
New American Readers, Book 1, p. 107.
Haliburton First, p. 24.
Aldine Second, p. 37.
Studies in Reading, First, p. 121.
Gordon Third, p. 18.
American School Reader, Second, p. 33.

(*d*) **Why the Sea is Salt.**
Free and Treadwell Second, p. 97.
Natural Method, First, p. 123.
American School Reader, Second, p. 103.
Story Hour, Third, p. 100.

II. POEMS IN OTHER READERS

(*a*) **Where go the Boats?** by R. L. Stevenson. (First Grade Manual, p. 437.)
Young and Field, Book 2, p. 85.
Merrill Second, p. 30.
Child's World, Second, p. 41.
Gordon Third, p. 156.
Studies in Reading, Second, p. 12.
Story Hour, Third, p. 99.
Riverside Third, p. 92.
Haliburton Third, p. 183.
Free and Treadwell Second, p. 128.

(*b*) **Daisies,** by Frank Dempster Sherman.
Elson Second, p. 169.
Horace Mann Second, p. 151.
Nature Reader, Book 1, p. 92.
Young and Field Second, p. 173.
Holton-Curry Third, p. 9.

(*c*) **The House that Jack Built** — Mother Goose.
Heart of Oak, Book 1, p. 34.
Beacon First, p. 22.
Children's Method Reader, 1st year, 1st half, p. 32.
Progressive Road, Book 1, p. 54.

EXTRA WEEK OF PRACTICE READING

I. STORIES IN OTHER READERS

(*a*) **The Man, the Boy, and the Donkey,** by Æsop.
Free and Treadwell Second, p. 22.
Elson Second, p. 42.
Story Readers, Primer, p. 49.

(*b*) **Little Two Eyes,** by Grimm.
Free and Treadwell First, p. 62.
Story Readers, Primer.

(*c*) **Drakestail.**
Merrill Second, p. 82.

(*d*) **Three Faithful Beasts.**
Young and Field, Book 2, p. 75.

(*e*) **A Mother Goose Circus.**
Story Hour, Book 2, p. 139.

(*f*) **Please,** by Aspinwall.
Riverside Second, p. 139.

II. POEMS IN OTHER READERS

(*a*) **The Spider and the Fly,** by Mary Howitt.
American School Reader, Second, p. 118.
Free and Treadwell Third, p. 191.
Heart of Oak, Book 2, p. 58.

(*b*) **A Dainty Little Fairy,** by John Bannister Tabb.
Haliburton Second, p. 166.

(*c*) **Seven Times One,** by Jean Ingelow.
American School Reader, Third, p. 111.
Young and Field Third, p. 67.

(*d*) **A Bargain,** by Margaret Vandegrift.
Riverside Second, p. 170.

(*e*) **"Dreaming."** (First Grade Manual, p. 440.)
Child's World, First, p. 94.

III. SILENT READING DRILL EXERCISES

Stone's Silent Reader, Book I, pp. 106–111. Review pp. 67–87.

GROUP VIII

(An Indian Project, pp. 196–213)

Theme. Love of outdoors. How the Indian boy was trained to love animals, trees, water, and all outdoor life.

Pictures. Indian pictures of Hiawatha, his home, and his playmates.

Specific objectives.

1. To recognize main ideas of paragraphs in right order.
2. To find descriptive words.
3. To bring out descriptive words in oral reading.
4. To review phonetics.
5. To learn how to read the calendar.
6. To test rate and comprehension.

Vocabulary. 4 sight words; 41 phonetic words; 29 variants of Primer and First Reader words; and 5 compounds of known words. (See page xxxvii.)

Materials.

1. Diagnostic Tests Nos. 49–50 *a* and *b*.[1]

   No. 49. Test of thought elements, p. 313.
   No. 50 *a* and *b*. Rate and comprehension, p. 314.

2. Phrases and sentences for perception drills:

   Old Nokomis, the little owlet, sounds of music, words of wonder, painted leaves.

   Supplying different words at blanks.

   An Indian ..... (baby, boy, squaw, cradle).
   it was ..... (wrinkled, fretful, gloomy).
   Hiawatha loves the ..... (forest, beaver, woodpecker, cones).

Bird's-eye view of Group VIII. The following chart gives the purpose to be served by the various selections of the group:

	Selection	*Theme*	*Purpose*	*Sight words*
	Hiawatha, p. 196	Life of an Indian.		
Story interest	1st story, p. 197	Hiawatha as a baby.	To find topics in right order.	Hiawatha Ewa-yea.
	2d story, p. 202	Hiawatha as a boy.	To arrange topics in right order.	Minnewawa Mudway-aushka.
	3d story, p. 206	Hiawatha and the water.	To arrange topics in right order.	

[1] Furnished by the publishers in inexpensive form.

Selection	*Theme*	*Purpose*	*Signt words*
Hiawatha, pp. 201, 205, 207 Poems: *Appreciation*	Hiawatha's babyhood and boyhood described by the poet.	To bring out the beauty of words and rhythm.	
The Months and Days, p. 208 Drill: *Reference*	Description of the months and calendar.	Reference drills: accuracy and speed.	
Morning Star, p. 210 Test: *SR*	An adventure of a little Indian girl whereby she learned to build a home.	Rate and comprehension test.	

Schedule of basal lessons. The lessons for Group VIII are as follows:

142. Story 1, "The Indian Baby," pp. 196–198. *Drill IX–a*, p. 112.
143. Story 1, "The Indian Baby," p. 199. *Drill IX–b*, p. 112.
144. Poem, "Hiawatha," pp. 200–201. *Drill IX–c*, p. 112.
145. Poem, "Hiawatha," continued, pp. 200–201. *Drill IX–d*, p. 112.
146. Story 2, "The Little Indian Boy," pp. 202–203. *Drill IX–e*, p. 112.
147. Story 2, "The Little Indian Boy," p. 204. *Drill IX–f*, p. 112.
148. Poem, "Hiawatha," p. 205. *Drill IX–g*, p. 112.
149. Poem, "Hiawatha," p. 205, continued. *Drill IX–h*, p. 112.
150. Story 3, "The Big-Sea-Water," p. 206. *Drill IX–i*, p. 112.
151. Poem, "Hiawatha," p. 207. *Drill IX–j*, p. 112.
152. Poem, "Hiawatha," p. 207, continued. *Test of thought elements.* (Diagnostic Test No. 49, p. 313.)
153. Re-reading stories, "Hiawatha," pp. 196–206.
154. Re-reading poems, "Hiawatha," pp. 201, 205, 207.
155. Silent reading drill, "The Months and Days," p. 208. *Drill X–a, d, e*, p. 123.
156. Silent reading drill, "The Months and Days," continued, p. 209. *Drill X–b, c, f*, p. 123.
157. Silent reading test, "Morning Star," pp. 210–211. *Rate and comprehension.* (Diagnostic Test No. 50*a* and *b*, p. 314.)
158. Silent reading test, "Morning Star," pp. 210–211, continued.
159. Dramatization, "Morning Star," pp. 210–211.
160. Entertainment: A Story Party. Motivated review, pp. 196–211.

Note: You will find that it pays to keep close watch on the Schedule of Basal Lessons so that full advantage is taken of the drill suggestions.

OPTIONAL AND SUPPLEMENTARY

I. Correlation with other subjects. See page 124.
II. Song games, poems, and story-telling. See page 124.
III. Supplementary reading. See page 125.
IV. Extra week of supplementary reading. See page 126.

HIAWATHA

1. THE INDIAN BABY (pp. 196–199)

Word study. 1. Sight words: ***Hiawatha*** (Hī′ȧ-wô′thȧ), ***Ewa-yea*** (ē′wô-yā).

2. Phonetic words: *squaw*, *Nokomis* (nō̆-kō′mĭs), *nursed*, *wrinkled*, *cradle*, *linden*, *forest* (fŏr′ĕst, not fōr′ĕst); *owlet*, *pine*, *fretful*, *Hush*, *naked*, *thee*, *gloomy*.

Note: Words are marked with diacritical marks only to help the teacher. Under no circumstances should they be presented to the children with these marks.

(AW, long *O*, UR, INK, long *a*, Fun jingle, short O in *fŏr′est;* OW; "Lazy *e*" and "Bossy Letter," Nut jingle; *ush*, EE, OO.)

3. Variants: *grandmother*, *bedded*, *awake*, *lights*.

4. Seat work: Finding words that describe or make pictures, on pages 197–198, for Hiawatha and Nokomis.

Hiawatha	*Nokomis*
a little Indian boy (Intro.)	an Indian squaw (1)
The Indian Baby (title)	His grandmother (2)
He (2)	old Nokomis (2)
the little Hiawatha (3)	old and wrinkled (3)
the little Indian baby (3)	she (3)
the baby Hiawatha (3)	wrinkled old Nokomis (4)
My Hiawatha (4)	
My little Indian baby (4)	

Note: Bring out the idea that *she* is always a girl, or a woman; and *he* a boy or a man.

Introduction. Through table of contents. Bring out idea of "Indian Project" — making an Indian village on sand table or Hiawatha's home. Have the children choose something to do or make in connection with Indian life, while working on this story.

Picture study, page 196. Who is the boy? . . . Who are his playmates? . . . [squirrel, rabbits, beaver, deer, owl, woodpecker, other birds]. Note beaver's house of sticks in lower left-hand corner; the plant (Indian pipes)

growing in lower right-hand corner; and mushrooms or toad stools at foot of trees. What is the beaver doing? . . . [getting wood to build his house or dam] . . . Why don't the animals run or fly away? . . .

First reading. Silent reading *to find out.* (Teacher may read or say introduction of four lines at top of page 197.)

Sections 1–6. Hiawatha's mother and grandmother were squaws; he lived in a wigwam; his cradle could be hung on a tree. He was like a white baby in that his grandmother sang to him and rocked him to sleep.

Sections 7–10. What she did when he did not want to go to bed or to sleep.

Second reading. *To find main ideas* of sections. Copy on the board in mixed order and let children arrange correctly from reading.

Sections 1–6.

1. Hiawatha's grandmother was Nokomis.
2. He lived with Nokomis in a wigwam.
3. Nokomis nursed him.
4. She sang him to sleep.
5. She rocked him in his cradle.
6. His cradle was a soft linden cradle.

Sections 7–10.

7. Once Hiawatha was wide-awake and did not want to go to bed.
8. Nokomis called him a little owl.
9. She told him stories to put him to sleep.
10. She sang that the great bear would hear him.

Oral reading. Bring out the descriptive parts. (See seat work, page 118.)

Read aloud in relay to practice for story party.

Something to do. 1. Make in clay the animals that were Hiawatha's playmates. 2. Make an Indian cradle. 3. Make a wigwam. 4. Make paper-dolls of Hiawatha and Nokomis. 5. Construct Hiawatha's home on the sand table. Project continued throughout group.

POEM: THERE THE WRINKLED OLD NOKOMIS (pp. 200–201)

Word study. 1. Phonetic words: *Thus, wail, lulled, slumber.*

(*as, es, is, os, us;* "Bossy Letter"; short *ŭ* in *lull*; and Drum jingle. Bring out meanings of *Thus* (in this way) and *lulled.*)

2. Variants: *owlets, mossy, cradles, stilled, slumbers.*

3. Automobile Game. Second Reader, p. 112, sections 1–7.

Introduction. Review pages 197–199 and use page 200 as a poetic résumé. It suggests the Longfellow meter on the next page.

Picture study. Pages 200–201.

Oral reading. By the teacher; then by teacher with children accompanying softly; then by children alone. Have the children practice (*1*) to bring out descriptive parts; (*2*) to whisper the "Hush" line; and (*3*) to sing the last four lines as Nokomis might have sung it.

Learn Longfellow's poem. Explain to the children that this is part of a long story that some day they will read.

2. THE LITTLE INDIAN BOY (pp. 202–204)

Word study. 1. Sight words: ***Minne-wawa*** (mĭn'nĕ-wä-wä), ***Mudway-aushka*** (kä). Do not drill on these words. Merely pronounce them to bring out their beauty.

2. Phonetic words: *beaver, woodpecker, cones, Gitchee-Gumee* (gū).

("Bossy Letter," "Lazy *e*," Nut jingle; EE; long *ū* [*gu*].)

3. Variants: *evenings, whispering, lapping, owl, loved.*

Note: Practice making the word *Minne-wawa* sound like the sighing of pine trees by drawing out the last part of the word; and *Mudway-aushka* like the lapping of waters, the last part of the word being exploded like the breaking of waves on the beach.

4. Review phonograms of year. (See page 4.)

Introduction. Through picture.

First reading.

Sections 1–5. To find out what the boy was like. [He knew things; he observed; he was fearless; he loved animals and trees.]

Sections 6–9. Adventures of Hiawatha.

Second reading. To rearrange mixed-up topics. Copy in mixed order:

1. What they did when Nokomis taught Hiawatha.
2. What Nokomis, the trees, and the water sang.
3. Why Hiawatha was not afraid.
4. Hiawatha knew the animals.
5. Hiawatha knew the trees.
6. Nokomis let Hiawatha go to the forest to play.
7. What he did in the forest.
8. Nokomis let him go to the water.
9. What he did there.

Oral reading. Bring out all the descriptive parts; the conversation. Practice for a story party.

POEM: AT THE DOOR ON SUMMER EVENINGS (p. 205)

Word study. 1. Phonetic word: *music.* (Long ū.)
2. Variants: *whisperings, sounds.*
3. Review endings: *er, est, s, es, ing, ed, ly, el, le, ness.*

Introduction. Pages 202–204 re-told. Oral reading of p. 205 by teacher, children listening; repeated, with children reading softly.

Thought questions. What might the pine trees whisper? . . . [various things that happen in the forest] . . . Why were these "sounds of music"? . . . What did Nokomis teach him? . . . How might Hiawatha spend his day? . . . How did Hiawatha's going to school differ from yours? . . . What should you like to do with Hiawatha? . . . What things could you teach or show him if he came to your home? . . .

Learn the poem.

3. THE BIG-SEA-WATER (p. 206)

Word study. 1. Variants: *beat, shores.*
2. Review short vowels in all their combinations, jingles, etc. (See page 3.)
3. Picture and story game. Back lining. Make up stories for words from 26 to 30.

Introduction. Various forms water takes . . . [ocean, lake, river, sea, brook, etc.]. Which Hiawatha would like to live near. Why? . . .

First reading. To find why Hiawatha liked "Big-Sea-Water."
Note descriptive words:

Big-Sea-Water (13)	Clear and sunny (15)
Shining in the sun (18)	Bright and shining (18)

Second reading. To rearrange. Copy the following in mixed-up order, and have children arrange correctly.

1. What Gitchee-Gumee was like.
2. How Hiawatha would play in the water.
3. What he played the sticks were.
4. How he played in the sand.

POEM: BY THE SHORES OF GITCHEE-GUMEE (p. 207)

Word study. 1. Variant and compound: *firs, pine-trees.*
2. Review all long vowels and their combinations from "Bossy Letter" and "Little Lazy *e*" rules. (See pages 3–4.)

Introduction. Picture study, page 207, — what the poet would talk about if he wrote of Hiawatha's home. Oral reading by teacher, children listening. Repeated, children reading softly.

Oral reading. Bring out the *By* parts; *behind it; before it;* and note them in the picture.

Find the words that describe.

Thought questions. Was Big-Sea-Water always shining? . . . When not? . . . [storms] . . . Why was the forest "dark," the pine trees "black and gloomy"? . . . What does the poet mean by saying the water *beat?* [dash of waves against shore] . . . Was this a clear or cloudy day? . . .

Learn the poem.

Re-reading. Re-read both stories and poems to practice for the Story Party. Divide the class into readers and listeners, the latter with books closed.

Test of thought elements. Diagnostic Test No. 49, page 313.

Note: By this time you should be able to observe a child's improvement easily by looking over diagnostic tests. If you find the same sort of mistake made repeatedly, it means that you did not take advantage of the diagnosis the test gave of the child's weaknesses.

THE MONTHS AND DAYS (pp. 208–209)

Word study. 1. Phonetic words: *Jan'u-a-ry, Feb'ru-a-ry, A'pril, June, Ju'ly, Au'gust, Sep-tem'ber, Oc-to'ber, No-vem'ber, De-cem'ber, painted; except, twenty-eight.*

(Long and short vowels; "Lazy *e*" and "Bossy Letter.")

2. Variants and compounds: *months, melting, snows, drifting, roses, opening, thirty-one, twenty-nine.*

3. Automobile Game. Second Reader, page 212, section 8. Learn the names of the days, and compare them with the abbreviations on page 209.

4. Seat work: (*a*) Write the months from January to December with the number beside each.

(*b*) Copy the names of the days with the abbreviation for each beside it. See page 213.

(*c*) Write the words for numbers from twenty to thirty, beside the numbers.

(*d*) Paste calendar sheets on heavy paper, cut apart, and use for building the various months and days.

Introduction. Through calendar. Talking about what are given on a calendar.

Silent reading. Drill X.

1. *Reference drills.*

a. To find the name or number for each month.

b. Which numbers come for each day on the calendar on page 209?

c. Which numbers come for each week?

2. *Finding out things.*

d. Descriptive words for the months. Why is each so described?

Note: The Indians had such descriptions for their months.

[1]January.....month of drifting snow (7)
[2]February....month of melting snow (4)
[3]March.....month of winds (2)
[4]April.....month of showers (9)
[5]May.....month of opening buds (10)
[6]June.....month of roses (8)
[7]July.....the hot month (12)
[8]August.....month of ripened corn (3)
[9]September....month of painted leaves (6)
[10]October.....month of falling leaves (1)
[11]November....month of first snows (5)
[12]December....month of short days (11)

e. Put on the board the outline of months; then put the number of the descriptive word beside each to which it belongs: 7, 4, 2, 9, 10, 8, 12, 3, 6, 1, 5, 11.

f. Find the number of days in each month.

Thirty days have September,
April, June, and November.
All the rest have thirty-one,
Except a single month alone
To which we twenty-eight assign
Until Leap Year makes it twenty-nine.

Note: Tell the children that Leap Year is any year that can be divided evenly by four.

MORNING STAR (pp. 210–211)

Word study. 1. Phonetic words: *husks, juice, cabins, teeth, past.* (Test of Dusk jingle, Bossy Letter; *c* before *e*, Cub jingle, EE.)

2. Variants: *tapped, remembered, grassy, flap, swimming, clapped.*

3. Picture and story game. Back lining. Make up stories for numbers from 21–30.

4. Review of weak points in phonetics.

Silent reading test. *Rate and Comprehension.* Diagnostic Test No. 50 *a* and *b*. (See page 314.)

Correcting Test. Discussion of test.

Oral reading: with purpose of playing the story.

Dramatization. Play the story.

STORY PARTY (pp. 196–211)

A TABLEAU AND READING. "Nokomis and Hiawatha," p. 200 — 2 children, one with doll

A READING. "The Indian Baby" ..... 2 children

A POEM. "There the Wrinkled old Nokomis," p. 201 ..... 1 child

A TABLEAU. Hiawatha and his friends (children taking parts of animals wear placards, pictures pp. 196, 203) .. 14 children

A READING. "The Little Indian Boy," pp. 202–204 ..... 2 children

A TABLEAU. Hiawatha at sundown, picture, p. 205 ..... 1 child

A POEM. "At the door on summer evenings," p. 205 ..... 1 child

A READING. "The Big-Sea-Water," p. 206 ..... 1 child

A POEM. "By the Shores of Gitchee-Gumee," p. 207 ..... 1 child

PICTURE OF STORY GAME. Second Reader, back lining ..... Class

CORRELATION WITH OTHER SUBJECTS

Picture study. *Perry Pictures:* Hiawatha, 6933, 2 cts.; beaver, 9405, 2 cts.; owl, 9041, 2 cts.; bear, 9397, 2 cts.; deer, 1005; downy woodpecker, 9164, 2 cts.

Conversation. Indian life and customs.

Dramatization. "Morning Star."

Language. Hiawatha's Booklet.

Health lesson. Cleanliness: clothes, desk, room at home, streets, park. Waste paper.

Nature study. How wigwams were made. Pine cones. Beaver and their work. Deer.

Penmanship. Copy a stanza on page 201, 205, or 207 in the Second Reader.

Incidental numbers. Almanac or calendar interpretation. Counting by 7's.

Music. (*a*) "Indian Lullaby": *Columbia record* A3143.

(*b*) "The Owl": *Columbia record* A3144.

(*c*) "Corn Soldiers": *Victor record* 17719.

(*d*) "The Woodpecker": *Victor record* 18886.

Games. Describing words, p. 118; Picture and story game, p. 121; Calendar games, p. 122.

Handwork. Clay animals. Indian cradle or tepee. Sand-table Indian home. Cut-outs of Hiawatha and Nokomis.

Collections. Indian relics, as arrowheads. Mosses. Pine cones. Old calendars.

SONG GAMES, POEMS, STORY-TELLING

Song games. (*a*) "Lullaby from Hiawatha." Crawford's *Dramatic Games and Dances*, p. 53.

(*b*) "Our Flag." Riley and Gaynor's *Songs of Child's World*, Book 1, p. 30.

(*c*) "Buttercups." Ripley and Heartz' *Song Development*, p. 59.

(*d*) "Summer is Coming." Rust and Jenks' *Song Echoes*, p. 31.

Poems. (*a*) Longfellow: Windmill. (See page 342.)

(*b*) Allison: Which loved Best? *Young and Field Third*, p. 64. (See page 351.)

(*c*) Tabb: Boot, Shoe, and Slipper. *Horace Mann Second*, p. 111.

(*d*) "Twinkling Bugs." *Riverside Second*, p. 137.

Story-telling. (*a*) "The Golden Windows." Richards: *Pig Brother*, p. 5.

(*b*) "Beauty and the Beast." *Riverside Third*, p. 13.

(*c*) "Jack Rollaround." Bryant's *Stories to Tell*, p. 23.

(*d*) "The Bear Who Was an Enchanted King." Johnson's *Fairy Tale Bears*, p. 125.

SUPPLEMENTARY OR PRACTICE READING

I. STORIES IN OTHER READERS

(*a*) **Henny Penny, or Chicken Little.** (Review.)
Merrill First, p. 60.
Baker and Thorndike First, p. 66.
New American Readers, Book 1, p. 60.
Progressive Road, Book 1, p. 32.
Heart of Oak, Book 1, p. 79.
Summers First, p. 35.
'Ship" Literary Readers, First, p. 60.
New Barnes First (rabbit), p. 76.
Horace Mann First, p. 110.
Aldine, Book 1, p. 131.
Beacon First, p. 29.
Children's Method, 1st year, 1st half, p. 23.
Easy Road to Reading, First, p. 152.
Easy Road to Reading, First, p. 132.
Natural Method, First, p. 9.
Studies in Reading, Second, p. 58.

(*b*) **The Straw Ox.** (Review.)
Gordon First, p. 68.
Free and Treadwell First, p. 39.
Studies in Reading, Second, p. 46.

(*c*) **How the Birds learned to build Nests.**
Winston Second, p. 66.
Aldine Second, p. 108 (Magpie's lesson).

(*d*) **The Crane Express.**
Aldine, Book 1, p. 138.
Elson First, p. 88.

II. POEMS IN OTHER READERS

(*a*) **My Shadow,** by Robert Louis Stevenson. (See page 341.)
Elson Second, p. 22.
Baker and Thorndike Third, p. 174.
Horace Mann Second, p. 146.
Free and Treadwell Second, p. 129.
Studies in Reading, Second, p. 30.
American School Reader, Second, p. 19.
Young and Field Third, p. 93.
Merrill Third, p. 56.

(*b*) **The New Moon,** by Mrs. Follen.
Free and Treadwell Second, p. 183.
Story Hour, Book 2, p. 57.
Beacon Second, p. 124.
Horace Mann Second, p. 66.
Baker and Thorndike Third, p. 123.
Free and Treadwell First, p. 125.
Magee Primer, p. 18.

(*c*) **Raindrops,** by Hawkshawe.
Beacon Second, p. 43.
Horace Mann Second, p. 8.
Studies in Reading, Second, p. 162.

EXTRA WEEK OF PRACTICE READING

I. STORIES IN OTHER READERS

(*a*) **How Little Rabbit Caught the Sun.**
Winston Second, p. 70.

(*b*) **The Hobyahs.**
Horace Mann Second, p. 20.

(*c*) **Hiawatha.**
Horace Mann Second, p. 88.
Summers Second, pp. 11, 14.
Hiawatha Primer (Holbrook), pp. 81–88, 89–96.

(*d*) **The Forest Rover.**
Story Hour, 1st year, 2d half, p. 93.

(*e*) **Hop-o'-my-Thumb.**
Story Readers, First, p. 49.

(*f*) **How the Pony was Won.**
Story Hour, Book 2, p. 30.

II. POEMS IN OTHER READERS

(*a*) **Over in the Meadow,** by Olive Wadsworth.
Merrill Second, p. 40.
Beacon Second, p. 89.
Story Hour, 1st year, 2d half, p. 61.
Edson-Laing Second, p. 71.
Heart of Oak, Book 2, p. 30.
Progressive Road, Book 3, p. 85.
Magee Primer, p. 14.

(*b*) **Pine Needles,** by Paul Hamilton Hayne.
Child's World, 2d.
Young and Field Third, p. 284.

(*c*) **"Song of the Grass."**
Story Hour, Book 2, p. 51.

(*d*) **Little Papoose,** by Charles Myall.
Elson Third, p. 119.

SECOND READER VOCABULARY

Note: The words are listed under page numbers. Beside each word is given the Thorndike rating. (See page xxxv). Sight words are in heavier type.

1		tart.....	9	lapped...	2b	clear.....	1a4	**39**	
faces.....	1a3	**wanders**..	2a	**tongue**...	1b	moon....	1b	**carrying**..	1a3
twinkles..	3b	lowing...	1a4	jar.....	3a	**28**		**woman**...	1a2
corners...	1b	stray.....	3b	tit.....	7	blankets..	4b	safe.....	1b
2		air.....	1a4	tat.....	—	**wigwam**..	4b	**40**	
hat.....	1b	pass.....	1a2	**20**		**women**...	2a	burning..	1a5
3		wet.....	2a	**pshaw**....	—	**29**		danced...	1b
stalk.....	4a	showers..	2b	**21**		fire-brand.	6	sad.....	1b
bumble-bee....	{4 {1b	meadow..	2a	use.....	1a2	**young**....	1a3	**lose**.....	1b
tall.....	1b	**14**		pouts....	—	beast....	1b	**41**	
yesterday	1b	ready....	1a5	**22**		swiftly...	2a	**42**	
tickle....	5a	**15**		smiles....	1b	antlers...	—	fire-cracker	{1a3 {8
bent.....	2b	chalk....	5a	tears.....	1b	**30**		eager....	2b
neck.....	1b	tap.....	3a	**whene'er**.	4b	raven....	3b	lark.....	3a
4		skip.....	3b	seems....	1a3	smoke....	1b	shavings..	4b
whispered	2a	desk.....	2a	**done**.....	1a3	**feathers**..	2a	spark....	3b
races.....	1b	pencil....	2b	**23**		keeps....	1a2	**papers**...	1a4
quick....	1a4	rub.....	2a	disappears	2b	**31**		blaze.....	2b
wink.....	3b	letter....	1a4	isn't.....	9	serpent...	4a	flames....	2a
street....	1a4	**16**		reason....	1a5	**wolf**.....	2a	sorts.....	1b
5		deep.....	1a4	**ought**....	1b	**cough**....	4a	trim.....	2a
honey....	2a	digging...	2b	closes....	1a3	loud.....	1b	**43**	
flowers...	1a4	sand.....	1b	eyelids...	5b	**32**		timbers...	4a
6		below....	2a	tight.....	2b	village...	1b	blocks....	2a
7		**palms**....	3a	**24**		frog.....	3a	million...	2a
8		**17**		creek....	4a	also.....	1a2	dollars...	2a
such.....	1a1	desert....	2a	bumped..	9	bat.....	3b	heap.....	2b
window...	1a5	dry.....	1b	lamp.....	2a	rushes....	1b	fire-alarm	{1a3 {2b
crumbs...	4b	**almost**...	1a4	**post**.....	1b	**bush**.....	2a	picture...	1a5
front.....	1a5	sound....	1a4	leaned....	2a	**path**.....	1b	bon-fire...	3
9		**shovel**....	4b	far.....	1a2	rock.....	1a4	**44**	
stretched.	2a	**18**		clouds....	1b	happens..	1b	bundle...	3b
wide.....	1a4	rung.....	9	**25**		**33**		**sons**.....	1a5
10		suppose..	1b	bad.....	1a5	**34**		fight.....	1b
raisin....	5b	I'm.....	2b	lame.....	3a	**35**		enemies..	1b
cloth.....	1b	**often**.....	1a4	fly.....	1a5	curly.....	5	glad.....	1a5
11		dreadful..	2b	**26**		indeed...	1b	weak.....	1b
12		starved...	3a	fire.....	1a3	threw....	2a	broke....	2b
dreams...	1b	**death**....	1a5	**27**		**36**		**single**....	1b
13		fill.....	1a4	frost.....	2a	**37**		**45**	
love.....	1a2	awful....	2b	spirit	1b	sprang...	3a	pecks....	1b
cream....	2a	fear.....	1a5	hid.....	2b	throw....	1b	hurt.....	1b
		drown....	2a	north....	1a4	**straight**..	1b	nods.....	2b
		19		snow-flakes..	6	**38**			
		stork.....	5b						
		food.....	1a5						

46

golden-rod 1b 2a
spring.... 1a3
year..... 1a1
noontide.. 7
autumn .. 2b
torches... 4b
flare..... 5
town..... 1a4

47

distant... 2a
quite..... 1b
contented. 2a
homeward 5a
track.... 2a

48

car..... 1b
safety.... 2b
zone..... 3a
signs..... 1b
signals... 4a
carefully.. 1b
listen 1b
save..... 1a5
life..... 1a2
order.... 1a3
obey..... 2a
park..... 2a
mean.... 1a3

49

danger... 2a
trespass.. 8
admittance. 4

50

Tad..... —
legs..... 1b

51

mud..... 2b
hide-and-seek... 1b

52

tired..... 1b
suddenly . 1b
grew..... 1b
hippety... —

53

stool..... 4a

54

hurried... 1b

pail..... 3a
finished... 1b
kind..... 1a2

55

haven't... —
idea..... 2a

56

57

58

switching 5b

59

between.. 1a2
spill..... 5b

60

pair..... 1b
fortune... 2a

61

62

part..... 1a2
creaked... 7

63

64

cover.... 1a3
carpet.... 3b
shone.... 3a
toe..... 3a
enough... 1a3

65

66

67

share..... 2a

68

needs.... 1a3
cupboard. 5a

69

70

tray..... 5b

71

stairs.... 2a
room..... 1a3
crown.... 1b

72

73

merry.... 1b
delight... 1b
scattered. 2a

cake..... 1b
shoes.... 1b
nor 1b
cage..... 3b
bars..... 2a
printing.. 2a

74

afterwards 2a

75

field..... 1a4

76

Mary.... 2a
basement. 4
east..... 1a5
pavement 4b
writing... 1a4
empty.... 2a
bottle.... 2a

77

Edward.. 3a
drunk.... 4b
stout..... 3a
thin..... 1b
pumps... 3a
oil..... 2a
blood.... 1b
oak..... 1b
climbed.. 2a
pane..... 4b
iron..... 1b
tin..... 3a

78

Santa Claus .. 4a

chimneys 2b
hark..... 3b
reindeer's 5b
tramp.... 4a
pack..... 2a
he'll..... 5
welcome.. 2a

79

clad..... 4a
hair..... 1a5
dimpled.. 8
cheek.... 2a

80

sleigh.... 5a
halt..... 4a
stocking.. 2b

hanging.. 1b

81

Christmas 1b
puzzle.... 4b
Ned..... 4b
Polly..... 8

82

train..... 1a4
skates.... 3b
drum.... 2b

83

sly..... 4a
shoulder.. 1b

84

pork..... 4a
wild..... 1b
honey comb... 8
lips..... 1b
taste..... 1b
trade.... 1b

85

agreed... 2a

86

fir..... 4a
tamarack —
larch..... —
ash..... 3a
aspen.... —
won..... 2a

87

hate..... 2a
hornets... 4
grabbed.. 6

88

leaf..... 5b
suck..... 4b

89

instead... 1b
settled... 1b

90

stung.... 9
rid..... 3a

91

sugar.... 1b
taffy..... —
coast..... 1b
drifts.... 4a

jolly..... 4a

92

stuck.... 3b
cruel..... 2a

93

grand-child... 3

94

proud.... 1b
most..... 1a2

95

hunt..... 1b

96

scratching 3a

97

98

boasted... 2b
shout.... 1b

99

flapped... 5a
wings.... 1b

100

101

102

peck..... 3b
sneaked.. 6

103

104

ghost..... 2b
fairies.... 2b
lit..... 9
tales..... 2a
dwell.... 2b
ancient... 2a

105

folk..... 2a
knew.... 1b
shapes... 1b
flue..... 3
ago..... 1b
rove..... 4a
gipsy.... 6
fro..... 4a
camping.. 2a
grove.... 2b
hither.... 3a
hovering.. 5a
appear... 1b

puff..... 3a
whish.... —

106

cheese.... 2b
miss..... 1a5
praise.... 2a
Caw..... 5b
Ha..... 3a

107

flies..... 3a
won't.... 2b

108

wrong.... 1b
hall..... 1b
lock..... 2a
Wool-worth.. —

109

cellar.... 3a
bought... 2a
seed..... 1b
jeweler's.. 3
poured... 2a
Sister.... 1a5
sewed.... 2a
patch.... 3a
brushed.. 2a
pain..... 1b
dose..... 7
medicine . 2b
cork..... 5b

110

111

crept..... 3b
decided... 1b

112

113

Thimble-finger.. 9, 1b
closely... 1a3
resting... 1a3

114

sweetest.. 1a4
Susan.... 7
replied... 1b

115

mill..... 1b
country... 1a3
Buster... —
John..... 1a5

folded.... 2a
bridge.... 1b

116

slippery.. 4a
kerthump —

117

melt..... 2a

118

119

ashamed.. 2b
against... 1a1

120

mum..... 3

121

certainly.. 1a5
scare..... 3a
fleas..... 4

122

dumb.... 3a

123

quench... 3b

124

bruises... 4a

125

wades.... 9
admired.. 2a
comfort... 2a

126

Elizabeth 3b
Elspeth... —
Betsy.... —
Bess..... 4a

127

Twitchett —
gap..... 4a
trap..... 2b
Nancy... —
Etticoat.. —
petticoat . 5b
thirty.... 2a
champ... —

128

crab..... 4b
tie..... 1b
claws.... 5a

129

I've..... 3b

130

'tis..... 3a
ridges.... 3a
crocus.... —
buds..... 2b
bids..... 2a
blossoms . 2a

131

speaks... 1a4
blushes... 3a
acorn.... 5b

132

smell..... 2a
ink..... 3a
shoot.... 2a
gun..... 2a

133

tiptoe.... 3

134

choose... 1b
add..... 1a
size..... 1b
frame ... 2a

135

row..... 1b
chop..... 3a
chose.... 2a

136

pod..... 5
whole.... 1a3

137

shell..... 2a
torn..... 3a
farthest.. 5a
burst.... 2a

138

shot..... 2a

139

garret.... 6
moss..... 3b
earn..... 2a

140

roof..... 1b
moving... 1a5
root..... 2a

141

God..... 1a5
grant.... 1b

propped.. 9

142

swayed... 3a
breeze.... 3a

143

spout.... 8
lazy..... 2b
farther... 2a
pool..... 3b
stood.... 1b

144

partners.. 3b
spade.... 3b
furrows... 5a

145

spy..... 3
pry..... 5
thirsty... 4b
vanquish. 5b
thrive.... 4a
busy..... 1b
haste.... 2a

146

ant..... 4a
grass-hopper. 4a
gathering. 1b

147

148

queer.... 3b
squirm... —

149

odd..... 2b
shrug.... 5
sharp.... 2a
sigh..... 2a
grief..... 2b
fifth..... 2a
faint..... 2a
moan..... 3b
gravel-stone... 5b, 1a5

150

act..... 1b

151

Peter.... 2b
Flopsy... —
Cotton-Tail... 2a, 1b

Mopsy... —
under-neath.. 3

152

McGregor —
accident.. 4a
mischief.. 3b
basket... 1b
umbrella . 4b
baker's... 4a
loaf..... 4b
currant... 9
buns..... 8

153

squeezed . 5a
radishes.. 4
rather.... 1b
parsley... 5
cucumber 5
whom.... 1b
knees.... 1b
thief..... 3a

154

large..... 1a2
buttons... 2b
jacket.... 5a
brass..... 2b

155

shed..... 2a
sobs..... 5a
loose..... 2a
sieve..... 9
wriggled.. 3

156

tool..... 2b
pot..... 3b
presently. 7
sneezed... 7
Ker-choo. —

157

breath... 2a
trembling. 2a
least..... 1b
damp..... 3b
lippety... —

158

beans.... 2b

159

staring... 3b
cousin.... 2a

Benjamin. 5a

160

scritch... —
scuttered. —
wheel-
barrow. 6b
onions... 3

161

quietly... 1b
hung..... 2a

162

flopped... 3

163

weeks.... 1a5
during... 1a3
camomile —

164

Wynken.. —
Blynken.. —
crystal... 4a

165

herring... 6
sped..... 5a
ruffled.... 5a
cast..... 2a

166

foam..... 3b
skies..... 3

167

trundle-
bed.... —
misty.... 9

168

stole..... 3a

169

class..... 1b
school.... 1a3
month.... 1a5
to-morrow 1b

170

wore..... 2b
lunch.... 3b

171

led..... 1b

172

Molly's... 8

173

Priscilla.. —
spent.... 2a
exchanged 2b
meant.... 2a
tissue.... 5
remember 1a5
Drayton.. —

174

shops.... 1b
person... 1a5
purse.... 2b
Julia..... 5b

175

Fletcher.. —
card..... 2a
view..... 1b
pasted... 5b
tennis.... 9
racket.... 3
hoop..... 5b
twelve... 1b
since..... 1a3
cheap.... 2b

176

furniture. 2b
kitchen... 2a
parlor.... 3a
bureau... 3b
pin-
cushion 2a, 3b
clock..... 1b
piano.... 4a
sofa..... 5b
shade.... 1b
stove..... 3a

177

178

parcels... 3a

179

180

181

slate..... 5a
horrid.... 5a
silly..... 4a
ugly..... 2b
vase..... 8
aunt..... 2a

182

choice.... 2a
didn't.... 3a

183

wasn't... 5a
unless.... 2a
pleasure.. 1b

184

we're.... 5
lanes..... 5b
screen.... 4a
truly..... 1a3

185

Warren... —
Joe..... 4b
clerk..... 2b
steaks.... 5b
send..... 1a3
ribbons... 2b
lots..... 1b

186

187

shore.... 1b

188

189

slide..... 3a
touch.... 1b
you've.... 7
dirt..... 3b
lonely.... 4a

190

pitcher... 3b
heavy.... 1a5
pebbles... 5a

191

192

Fred..... 4a

193

boats.... 1b

194

heat..... 1b
gain..... 1b
space.... 1b

195

196

Hiawatha 5b

197

squaw.... 3
Nokomis . —
nursed... 2a
wrinkled.. 4a
cradle.... 3b

198

linden.... 7
forest.... 1b

199

Ewa-yea.. —
owlet.... 5
pine..... 6
fretful....
hush..... 3a
naked.... 3a
thee..... 1b
gloomy... 5a

200

thus..... 1b
wail..... 4a
lulled.... 4a
slumber.. 3a

201

202

Minne-
wawa.. —
Mudway-
aushka —
beaver... 8

203

wood-
pecker. 9
cones.... 5b

204

Gitchee
Gumee —

205

music.... 1b

206

207

208

January.. 2a
February. 2b
April..... 2a
June..... 2a
July..... 2a
August... 2a
Septem-
ber.... 2a
October.. 2a
Novem-
ber.... 2a
December 2a
painted... 1b

209

except.... 1b
twenty... 1b

210

husks.... 8
juice..... 3b
cabins.... 3b

211

past..... 1b
teeth..... 2b

212

automo-
bile.... 2b
trips..... 1b

213

Monday.. 2a
Tuesday.. 2b
Wednes-
day.... 2b
Thursday 2b
Friday... 2a
Saturday. 2b

THIRD READER

Important note: Read the following before beginning work on the Third Reader because suggestions given there are not repeated in the discussion of the selections:

General introduction, pages xi–l.
Introduction to the Second and Third Readers, pages 1 to 8.
Suggestions for Optional and Supplementary Work, pages 144 to 150.
A Testing Program, page 286.
Supplementary Reading, page 338.

GROUP I

(The Fairy Outdoors, pp. 1–27)

Theme. Being good. How fairies do good. Things that good fairies would not do. How the Green Goblin became a good fairy. Good to plant a tree. Even a slow tortoise can be good enough to win a race. Good times at a party.

Pictures. Fairy and goblin pictures. Puzzle pictures as a device for silent reading. Unique representation of days of week (p. 20).

Specific objectives.

1. To bring joy into reading to the class.
2. To read a story silently by sections, supervised, all children beginning to read at the same time.
3. To test the child's memory by his retelling of story.
4. To find who are (*a*) slow or (*b*) inaccurate or superficial readers.
5. To have them find the big ideas and emotions of a poem and to learn it quickly and intelligently.
6. To begin work with study reading of more difficult material (pp. 22–25).
7. To review second year phonetics; to begin syllabication; to make lists of various kinds of words based on the lesson.

Vocabulary. 7 sight words; 90 phonetic words; 69 variants; 12 compounds. (See page xxxvii.)

Materials.

1. Diagnostic Test No. 51 *a* and *b*.[1] See page 318.

[1] Furnished by the publishers in inexpensive form.

2. Phrases and sentences for perception drills.

Some magic paste, to whistle happily, twelve o'clock, you must promise, an axe in the tree, a lovely figure, a price to pay, a warm season, this blessed tree, even *though*[1] you have, a thousand things, expecting to see.

Supplying different words at blanks. See page xxxviii.

It was ..... (gradual, hollow, firm, important, mildew, a *tortoise*, allowed, familiar, a disappointment, the mosquitoes, fresh, dusk, plentiful, a *Noah's* ark).

every *variety* of ..... (advice, *mosquito*, weather, nature, menageries).

the ..... crowd (supercilious, familiar, succeeding, particular, *patient*, silent).

Bird's-eye view of Group I. The following chart gives the purpose to be served by the various selections of the group:

	Selection	*Theme*	*Purpose*	*Sight words*
Story interest	**The Gradual Fairy**, p. 1	How a goblin became a fairy.		
	1st story, p. 1	Little Breezes shut up, and forbidden to let goblin in.	To bring out the qualities of the various characters.	
	2d story, p. 5	The goblin comes twice and loses his "noise."	To show how the goblin begins to change himself.	
	3d story, p. 9	Six changes the goblin makes in himself.	To show how the goblin's bad ways give place to good ones.	
	4th story, p. 15	The goblin gets his reward.	To show the change in his character when he acquired the outward marks of a fairy.	
	Trees, p. 17 Poem: *Appreciation*	A tree planted by a child will bring people's blessing to him when the tree is big.	To bring out the big ideas and emotion of the poem.	
	The Hare and the Tortoise, p. 18 Play: *Acting interest*	"Slow and steady wins the race." Constant effort better than fits and starts.	To pantomime stage directions; to put life into the speeches.	tortoise.
	The Saturdays' Party in Fairyland, p. 20 Poem: *Appreciation*	What fun the Saturdays had at a party!	To personify and visualize days of week; to bring out humor of a poem.	

[1] Words in italics are sight words.

Things to Do This Fall, p. 22 Article: *Study drill*	Six bits of advice to boys and girls that will lead them to know and love nature.	To show children how to deal with the harder textbook style of reading. Beginning of outlining.	though, expectation, patient, mosquitoes, variety, scenes, Noah.
Spotty, p. 26 Test: *Rate and Comprehension*	How Spotty was captured.	To test silent reading.	

Schedule of basal lessons. The lessons of Group I are as follows:

Note: For this first group use the five-ten minute drill period for review of Second Year work or for drill in connection with the basal reading.

1. Preliminary examination of book. See page 8.
   Story 1, "Mother Breeze leaves home," pp. 1–4.
2. Story 1, "Mother Breeze leaves home," pp. 1–4.
3. Story 2, "The Green Goblin comes," pp. 5–8.
4. Story 3, "Green Goblin makes six promises," pp. 9–13.
5. Story 3, "Green Goblin makes six promises," pp. 9–13.
6. Story 4, "Green Goblin becomes a Fairy," pp. 14–16.
7. Dramatization, "The Gradual Fairy," pp. 1–16.
8. Poem, "Trees," page 17.
9. Dramatization, "The Hare and the Tortoise," pp. 18–19.
10. Dramatization, "The Hare and the Tortoise," pp. 18–19.
11. Poem, "The Saturdays' Party in Fairyland," pp. 20–21.
12. Study Reading, "Things to do this fall," pp. 22–24. *Drill I–a,*[1] p. 141.
13. Study Reading, "Things to do this fall," pp. 22–24. *Drill I–b,*[1] p. 141.
14. Study Reading, "Things to do this fall," pp. 22–24. *Drill I–c,*[1] p. 142.
15. Study Reading, "Things to do this fall," pp. 22–24. *Drill I–d,*[1] p. 142.
16. Silent reading test, *Rate and comprehension.* "Spotty," pp. 26–27. Diagnostic Test No. 51 *a* and *b.* See page 318.
17. Silent reading test, "Spotty," pp. 26–27, discussed in class.
18. Entertainment: A Story Party. Motivated Review, pp. 1–27.

OPTIONAL AND SUPPLEMENTARY

I. Summary and review of phonetics. See page 144.
II. Correlation with other subjects. See page 148.
III. Supplementary reading. See page 148.
IV. Song games, poems, and story-telling. See page 148.
V. Extra week of supplementary reading. See page 150.

[1] Full period, not five-minute drills for these four days.

THE GRADUAL FAIRY

1. MOTHER BREEZE LEAVES HOME (pp. 1–4)

Note: If the topic Sight Words is omitted under Word Study, the new words have all been anticipated in the phonetic training.

Word study. 1. Phonetic words: *gradual, hollow* (doll), *fanning, Lake, tying, apron, goblin, scold, magic, laid, edges, firm.* Children should be able to sound these words from their phonetic training.

2. Variants and compounds of known words: Breeze*s*, Sunset (*c*), stout-*est*, hour*s*, speak, invite, mix*ed*, paste, past*ing*, fan.

> *A suggestion.* If you will underline in the teacher's copy of the Third Reader sight words heavily with a red (or a blue) pencil, phonetic words ordinarily with red, variants with a red line only under the new ending, and compounds with a red mark under the juncture of the two words, you will have a very valuable book to refer to when children are reading aloud, for it will show you exactly where new words or parts of words occur. In the above list of variants (*c*) means a compound of known words; an italicized letter, as "speak," that the word was learned previously with an ending.

3. Divide into syllables on the board by writing the word as a whole and underlining the syllables: *grad'ū-al, ty'ing, ā'pron, măg'ic, ed'ges.*

Show that syllables consisting of a single vowel are usually long (grad*u*al, apron); and that short *on* sometimes has the sound of *un* (apron). Children must experiment with sounds. Have them find two places where *g* = *j* (magic, edges).

Note: Diacritical marks are furnished only for the teacher's convenience and should not be presented to the children.

4. Review Second Reader phonograms. See page 4.

5. Seat work: Find fifteen action words on pages 1–4. See Oral reading, on page 135.

Introduction. Talk about fairies and fairy stories. Ask what the children think a fairy would look like. Title ("The Gradual Fairy") will be understood as children read the story.

Silent reading: *First reading* by sections and retelling. Observe which children are slow or careless readers.

Note: Each section is indicated by a superior number.

Thought and organization questions. 1. Why did Mother Breeze need "her stoutest wings"? . . . 2. What two things were the breezes not to do? . . . 3. Have the children find the three parts: (*a*) Mother Breeze must go to work [sections 1–3]; (*b*) her last advice to the Little Breezes; — count

the number of things said [sections 4–12]; and (*c*) the last things she did before leaving [sections 13–15].

Oral reading. By sections, 15 children in relay, putting snap into conversation and making the class see the pictures made by action words:

fan	play	made fun	listen	mix	hurried
cry	eat	scold	love	paste	
fly	speak	praise	invite	blew	

Dramatization. Play the scene.

2. THE GREEN GOBLIN COMES (pp. 5–8)

Word study. 1. Phonetic words: *whistle* (silent *t*), *tag*, *o'clock'*, *por'ridge*, *thun'der*, *prom'ise*.

2. Variants and compounds: happi*ly*, puss, bowl*s*, breath*s*, old*est*, meanwhile (c), voice*s*.

3. Review silent letters (*t* in *Christmas*, *listen*, *often*, *whistle*); short vowels with *r* (*por*, *ridge*, *prom*).

4. Teach that *e* at the end of a final syllable is often silent (*promise*, *practice*).

5. Seat work: Find the word that tells what each little breeze likes to do and write it beside it. Number the Breezes. See pages 1–4.

Introduction. Anticipate in conversation: What would the Little Breezes do all day in the tree?

Silent reading. *First reading* by sections and retelling.

Note: Write on the board the name of each child who remembers well in retelling. Observe which children memorize the words of the book and which retell accurately in their own language.

Thought and organization questions. 1. Give two reasons why the Little Breezes had a happy day . . . [food, play] . . . 2. Which Little Breezes spoke to the Goblin? . . . 3. How many visits did he make to the tree? . . . 4. Make up titles for sections, or put titles on board and have children find sections:

Section 1. A happy morning in the hollow tree.
Section 2. The coming of the Goblin.
Sections 3–6. The Goblin's first visit.
Section 7. How the Goblin gets Thunder's help.
Sections 8–9. The Goblin's second visit.

Oral reading. (*1*) Read in relay by sections. (*2*) Re-read conversation. Point out quotation marks and "Book parts"; as, "said some one outside."

Dramatization. Play the scene.

Something to do. Draw seven little porridge bowls, and decorate them; or mould a large bowl of clay.

3. GREEN GOBLIN MAKES SIX PROMISES (pp. 9–13)

Word study. 1. Phonetic words: *cat'tle, im-por'tant, axe, minds, wick'ed, skin, bloom, fig'ure, tub, mil'dew, fern-bed.* Underline syllables on board. Words are divided and accented here only for the teacher's convenience.

2. Variants and compounds: promise*s*, lovel*iest*, *I'll* (I will), your*s*, corn-field (c), stalk*s*, fern*s*, farmyard (c), heart-beats (c).

3. Review endings. (See page 146.)

4. Seat work: "Find and write the things or places Green Goblin had gone to for help. (See pages 1–11.) [Thunder, Brook, Sky, Apple Tree in Bloom, Corn, Ferns, Dog.] Draw five of them."

Introduction. Story reviewed to date. Question — What do you think Green Goblin will do now? Read to find out.

Silent reading. *First reading* by sections and retelling.

Note: Section 8 is purposely unbroken into parts to give an endurance exercise in getting the several big ideas. Have children write, on slips of paper which you distribute, the words that tell to what Green Goblin went for help. [Corn, Ferns, Dog.]

Thought and organization questions. 1. To whom did Green Goblin make promises? . . . 2. What was each promise? . . . 3. What gave the Brook her beautiful voice? . . . [rippling over pebbles, etc.] . . . 4. How did the Breezes think a fairy and a goblin differed? . . . 5. What bad things had the goblin done in his life? . . . [stirred brook's waters, made faces at sky, shook birds out of nests, put mildew on corn stalks, trampled ferns] . . . 6. Divide section 8 into four smaller parts . . . [Beginning *Then, Then, He, So.*] . . .

Oral reading. Relay, sections 1–8, section 8 to be read as a reward by the child that has done the best reading.

Dramatization. Play the story.

Something to do. 1. Draw, color, or paint a picture of Green Goblin in the cornfield (page 12). 2. Make stand-up pumpkins for Halloween (or stand-up trees for Spring Arbor Day).

4. GREEN GOBLIN BECOMES A FAIRY (pp. 14–16)

Word study. 1. Phonetic words: *stiff, robe, hem, born, paid, price, pay, harms, nap, plen'ty, sea'son.*

2. Variants and compounds: pictures, becomes, promised, afternoon (c).

3. Review phonetic rules. (See page 147.)

4. Seat work: Make a list of words on pages 15–16 that tell you what things are like.

green	lovely	golden	small	Little	sweet	good
stiff	pretty	Gradual	beautiful	hot	kind	
waving	white	wicked	happy	still	warm	

Introduction. Story reviewed to date. Questions — In how many ways is Green Goblin like a fairy now? [No noise, lovely voice, blue eyes, white skin, pink cheeks, golden hair, green dress, warm heart] . . . How did he get each one? . . . What did he look like? . . . Read to verify.

Silent reading. *First reading* by sections and retelling.

Thought and organization questions. 1. Give four reasons why the Mother was happy. . . . 2. Why did Green Goblin not say he had come to call? . . . 3. What did the Goblin mean when he said he must be "a gradual fairy"? . . .

Puzzle pictures. Each picture is marked with a letter. Re-read to find section number on pages 15–16, for each picture and write the part that describes each picture:

A. Section 5. "Little Breezes went to sleep."
B. Section 6. "Their mother blew open the leaf."
C. Section 1. "Instead . . . . . shoulder."
D. Section 6. "All the little breezes . . . . . bowls."

Oral reading. Sections in relay.

Something to do. 1. Draw, crayon, or paint a picture of Green Goblin as the Gradual Fairy.

TREES (p. 17)

Word study. 1. Phonetic words: *spread, sultry* (short final *y*), bless'ed.

2. Variants and compound: How-ev'er (c), whis'per, leaf'y.

3. Review compounds with *ever* and *every.*

4. Pantomime game supervised. Third Reader, back lining, numbers 1–10. Quick reference and silent reading drill.

5. Seat work: Write the rhyming words of the poem, and give another rhyme for each stanza.

Introduction. Arbor Day conversation: Why plant trees? . . . What reward comes to the one who plants a tree? . . . When are people grateful? . . .

Oral reading. (*a*) By the teacher, children listening; (*b*) by teacher, with children reading softly with her; (*c*) by children alone.

Thought and organization questions. 1. Why call the tree "blessed"? . . . 2. Find stanzas that give: (*a*) the planting [1st], (*b*) the growth [2d, 3d], (*c*) the reward [4th, 5th].

Learn the poem. (*a*) Teacher gives lines, except that children supply rhyming words; (*b*) Teacher gives first word (or words) of line, and children finish lines; (*c*) Teacher and children give alternate lines.

Something to do. 1. Bring autumn leaves to decorate the schoolroom. 2. Plant a tree.

THE HARE AND THE TORTOISE (pp. 18–19)

Word study. 1. Sight word: ***tortoise.***
2. Phonetic words: *hare, follow* (doll).
3. Variants: bird*ies* (birdy), wakes.
4. Puzzle word game, Third Reader, back lining, first row of words.
5. Seat work: (4, above.) Write in sentences.

Introduction. Conversation about "Things one might see in a Meadow"; animals that might be there [different birds, cow, sheep, rabbits, squirrels, fish in the brook, turtles, bugs, etc.]; what fun they might have. — "Our book has a play that took place in a meadow."

Rapid scanning and reference drills for supervised class work.

a. Give the title in other words, from the picture. . . . [rabbit and turtle]

b. Find *when, where,* and *who.* How are they numbered?

c. Find the numbers of the DO parts. . . . [4, 6, 10, 12, 14]

d. Find the numbers for the SAY parts. . . . [5, 7, 8, 9, 11, 13, 15, 16]

e. Read the names of the speakers in order.

f. How many times does the Hare speak? . . . [7] . . . the Tortoise? . . . [5] . . . the Birds? . . . [6]

Silent reading. *Read and pantomime* sections 4, 6, 10, 12, 14. Have the children do everything mentioned in italics. Let them decide what and how.

Thought questions on speeches. 1. Why do the birds sing in section 5? . . . 2. Why do the birds laugh in section 7? . . . 3. in section 8? . . . 4. Why do the birds count in section 9? . . . 5. Why do the birds sing in section 13? . . . [applause] . . . 6. How does the birds' laughter in section 16 differ from their laughter in sections 7–8? . . . [tables turned].

Oral reading. 1. Practice sections 5, 7, 8, 9, 11, 13, 15, 16 to bring out the various feelings. Assign parts for each section and have children read. 2. Select a hare, a tortoise, and three birds for the whole play. Act it.

Dramatization. Play the fable.

Something to do. Construct a meadow scene, with brook, tortoise, rabbit, tree, and field on the sand table.

Note to teacher: This is the famous fable by Æsop. Gradually direct children's attention to the word *fable* and to *Æsop* as a writer of fables.

THE SATURDAYS' PARTY IN FAIRYLAND (pp. 20–21)

Word study. 1. Phonetic words: *win, su-per-cil'i-ous, crowd, al-lowed', pre-tend'ed, hop-scotch, else, lem'on-ade'.* Review *promise* and *practice,* and sound *else* with silent *e.* Review long vowel syllables in *su* and *pre; on* as *un* in *lemon.*

2. Variants and compounds: Saturday*s,* would*n't,* Fairyland (c), Wednesday*s,* were*n't,* Thursday*s,* Friday*s,* Sunday*s,* par*ties,* anyway (c), greate*st,* straws, cooki*es,* tart*s.*

3. Review words of several syllables, underlining syllables. Show that the ending *ious* is sounded *ĭŭs.*

4. Seat work: Write the words that rhyme on pages 20–21:

day	hand	in	crowd	street	they	fun	away	played	dream
say	Fairyland	win	allowed	eat	anyway	run	play	lemonade	cream

Introduction. Through picture and title. Fairyland is make-believe land. Who are inside the house? . . . [Saturdays — giving party — why drawn as spoons and dish? . . . *anticipatory discussion*] . . . Who might the other fairy people be? . . . If Saturdays had a party, who might come? What days are pictured? . . . Have children find identifying details:

MONDAY.	*Wash day.*	Tub, washboard, wringer, clothes-pins (legs).
TUESDAY.	*Ironing day.*	Ironing board, irons for head and hands and feet.
WEDNESDAY.	*Sewing day.*	Thimble, pin-cushion, scissors (legs).
THURSDAY.		(Not pictured — why?)
FRIDAY.	*Sweeping day.*	Broom, whisk (head), and dusters and mops (arms).
SATURDAY.	*Holiday.*	Spoons and dish for refreshments.
SUNDAY.	*Church day.*	Church bell.

Is the Saturday at the door very hospitable? . . . [explain hospitable] . . . Why not? . . . Listen to find out.

Oral reading. See page 138.

Thought questions. 1. What would the Saturdays do, if they were called "polite"? . . . [shake hands, tip hats, say "yes, Miss Jones," not push into any place ahead of older people, say "Please" and "Thank you."] . . . 2. Describe the games they played. 3. What do you think Thursday looked like? 4. Why is it not in the picture?

Something to do. Draw pictures of the days.

THINGS TO DO THIS FALL (pp. 22–25)

Study Drill I

Purpose. In each group of selections in the Third Reader there is given a more difficult selection to prepare the children for textbook reading.

Timeliness. February classes should exchange this selection with that on page 174 in the Third Reader.

Word study. A selection intended for Study Reading offers a wider range in vocabulary and a greater test of the children's ability to grasp not only the pronunciation but the meaning of new words, for many of the words are unfamiliar in meaning. The teacher should develop the meanings of such unfamiliar words in the context.

Note: For these difficult study selections small superior numbers are given with the words to indicate in what paragraph they are found. In putting words on the board insert these numbers so that the children can locate the words in the text easily.

1. Sight words: [1]***though***, [3]***expectation***, [5]***patient***, [5]***mosquitoes***, [6]***variety*** [of many kinds], [6]***scenes***, [7]***Noah's***.

2. Phonetic words which children should be able to sound in their books from their phonetic knowledge, — easy and short: [1]*ad-vice'*, [2]*flick'er* [bird of woodpecker family], [2]*dip* [land that slopes suddenly], [2]*thou'sand* [10×100], [3]*sharp'ened*, [3]*there'fore*, [4]*hints*, [4]*a-lone'*, [4]*pic'nic*, [5]*si'lent*, [6]*gran'ite* [hard stone], [5]*prac'tice*, [5]*fix'ing*, [5]*stump*, [5]*bor'ing*, [6]*weath'er*, [6]*fresh*, [6]*plan'et* [world], [6]*dusk* [dimness of evening], [7]*Ark*, [7]*en'ter*, [7]*Nā'ture*, [7]*snout* [mouth], [7]*coon* [animal — raccoon].

3. Difficult words of several syllables to be copied on the board, discussed in context, and used for drill work in syllabication:

Note: Words are divided here for the teacher's convenience. Do not divide on the board; but underline syllables and insert accent.

[2]fa-mil'i-ar [knowing something well]
[2]suc-ceed'ing [one after the other]

[2]par-tic'u-lar [certain things, special things]
[3]ex-pect'ing [looking forward to]
[3]ex-pec-ta'tion [looking forward to]
[3]pur'pose [wish, intention]
[3]dis'ap-point'ment [feeling of sorrow at not getting what you wanted]
[4]dis-cov'er-ies [things you have found out]
[5]prac'tice [doing often to become skillful]
[5]mos-qui'toes [insects that bite people]
[6]va-ri'e-ty [many kinds of]
[7]plen'ti-ful [much of a thing]
[7]men-ag'er-ies [collections of wild animals]

4. Variants of known words — good to give confidence to weak pupils: bits, travel, secondly, worst, thirdly, thoughts, hopes, fourthly, mind, mosquito, fifthly, noon, actors, seem, deeper, darker, lastly, disappointed, caged, hint, ringed, pages, parts.

5. Compounds of known words: [1]street-car, [1]afield, [2]rail-pile, [6]day-break.

6. Pantomime game, Third Reader, back lining, words 1–10.

Procedures. *Drill I.* The following exercises should be done at different times as indicated in the schedule of basal lessons on page 133.

Full Period Procedures

Drill I-a. *Rapid scanning* to find main ideas: "Things to do this fall." Draw out just enough of a paragraph to give the point. See how quickly the children discover the time words that begin the paragraphs.

1. Go out to the fields and woods at least six times.
2. First, go often to the same place.
3. Secondly, go expecting to see something in particular.
4. Thirdly, learn to see, hear, think for yourself.
5. Fourthly, be silent and patient.
6. Fifthly, go in all weathers and night and day.
7. And lastly, don't think the woods a Noah's Ark.

Then have the children "Tell the six things to do," bottom of page 24.

Drill I-b. *Find thought elements in paragraphs.*

¶ 1. *Who* [you]; *where* [into the fields and woods]; *when* [six times; this fall]; *how* [even though — city].
¶ 2. *Where* [same place]; *why* [become familiar with it]; *what particular things might you see* [each succeeding walk — particular things — dead tree — flicker's hole — rail-pile — rabbit-hole — find a thousand things].
¶ 3. *How* should you go [expecting to see], *looking for what* [particular nest, bird, beast, or plant]; *what will you get* [either that or a disappointment].

¶ 4. *What must you learn to do* [eyes — ears — thoughts — discoveries — hints — hopes].
¶ 5. *How must you be* [silent, patient]; *how can you learn* [Practice standing still]; *a hard example* [mosquitoes].
¶ 6. *when* [all weathers, all times of day]; *why* [scenes of day change, illustration of daybreak, dusk, night].
¶ 7. *Why not a Noah's Ark* [animals not in a row; often not seen at all; only signs].

Five-ten-minute Drills

Drill I-c. *Puzzle pictures.* Re-read silently to find line that describes each picture on page 25.

Picture A. *Section 2* — "the flicker's hole."
Picture B. *Section 7* — "a big ringed and bushy tail." [1]
Picture C. *Section 5* — "standing still when the mosquitoes sing and fixing your mind on the hole under the stump."
Picture D. *Section 1* — "take a long street-car ride to get out of the city."

Drill I-d. Copy the list of words (Word Study, 3) on the board with the section number to each. Re-read each paragraph aloud and bring out the meanings of these words.

Drill I-e. Make seven placards to pin on the children (*Sound advice, First, Secondly, Thirdly, Fourthly, Fifthly, Lastly*), and have seven children entertain the class by standing before them in a row and reading their paragraphs. Urge each to read it as persuasively as possible.

Drill I-f. Teacher reads a line aloud. Children search pages and first child who finds finishes reading the sentence.

Drill I-g. Finding favorite words. Teacher announces section; children scan rapidly to find the words they like (either phrases or sentences). Emphasize that they must choose a good idea or a picture. The first two children announce their favorites, and the class decide which they like better.

Drill I-h. Teacher announces an idea in her own words, thus testing the meaning of the more difficult words; children find the corresponding idea and read how the Book says it; as,

TEACHER. Find things out for yourselves.
PUPIL. "Make your own discoveries."

[1] Ask how the coon in the picture differs from the coon in the selection — snout and paws brown and gray, instead of black.

Seat work: (*a*) Find the compound words and write a sentence, using each.

(*b*) Make a list of all the words you did not know, and use ten of them in sentences.

(*c*) Find definite kinds of words and write them in Word Books; as,

Time words	*Place words*	*Describing words*
six times	into the fields	a *long* street-car ride
this fall	into the woods	this *dead* tree
First	the same place	that *old* rail-pile
secondly	under the stump	as *patient* as a granite rock
thirdly		so *fresh* and *strange*
fourthly		a *different* planet
fifthly	*Living things*	the *deeper, darker* night
at daybreak	flicker	*four black* paws
lastly	rabbit	a *long black* snout
the evening	mosquitoes	a big *ringed* and *bushy* tail
the hour of dusk	coon	
the deeper, darker night		

(*d*) Make an outline of the six things to do by copying the first sentence for each section from 1–7.

(*e*) Draw, crayon, or paint a picture you see in the selection. Copy underneath it the sentence you are illustrating.

SPOTTY (pp. 26–27)

Word study. 1. Phonetic words: *Spotty, moonbeams, crackled, pitty-pat, pet.*

2. Variants: bright*ly*, moonbea*m*, know*ing*, low*er*, ba*g*.

3. Airplane Game. Third Reader, p. 244, section 1.

4. Seat work. Find the action words on pages 26–27:

play	go	gone	climbed
run	playing	turned	tried
ran	hide and seek	heard	shook
crackled	saw	shout	climb
chased	looked	bark	catch
dancing	went pitty-pat	coming	took
caught	hunting	hide	named

Silent reading test. *Rate and comprehension.* Diagnostic Test No. 51*a* and *b*. (See page 318.) (First day.)

Talking about the test. (*a*) Go over the questions with the children. (*b*) Make up titles or topics for each paragraph. (*c*) Find pictures. (*d*) Pretend that you are Spotty and tell just what you did. (Second day.)

Note: Two days of work in the basal reading period are devoted to the test: (1) to administering it; (2) to talking about how the children did their work.

Picture review. Leaf from frontispiece to page 27 and talk about what each picture represents. Let children select their favorites.

Table of contents: *reference drill.* Re-read page v and have the children tell why the table of contents is like a *guide*, *map*, or *schedule.*

Talk about selections in Group I on page vi. 1. How many? . . . 2. Tell titles. . . . 3. Tell page numbers. . . . 4. Tell what kind of reading each is. . . . Which are poems, play, story?

AN ARBOR DAY PROGRAM

(Each child should wear decorations of autumn leaves)

A POEM. "Trees," page 17 . . . . . 1 child
A READING IN RELAY. "The Gradual Fairy," pp. 1–16 . . . . . The class
TALKS OR RETELLING. "Things to do this fall," p. 22
7 children with placards
A PLAY. "The Hare and the Tortoise," p. 18 . . . . . 2 children
A TREE PLANTING. Procession to school yard . . . . . The class
A POEM IN RELAY. "The Saturdays' Party in Fairyland," p. 20 . . . . . 5 children
A STORY RETOLD IN RELAY. "Spotty," p. 26 . . . . . The class

(Decorate the classroom with autumn leaves)

OPTIONAL SUMMARY AND REVIEW OF PHONETICS OF GROUP I

The following review lists and the Word Study Problems may be used during the extra week of supplementary reading or referred to during the basal work, as the teacher sees fit. They furnish good material for the advanced children.

The Word Study Problems are intended for class or seat work. Their purpose is to furnish motivated review and to encourage thinking.

I. Phonograms used in Group I vocabulary:

OO	**OI**	**ER**	**AR**	**OR**	**OW** (cow)
Bl*oo*m	disapp*oi*ntment	f*er*n	h*ar*ms	imp*or*tant	cr*ow*d
c*oo*n		sup*er*cilious	p*ar*ticular	b*or*n	all*ow*ed
m*oo*nbeams	**UR**	discov*er*ies	sh*ar*pened	T*or*toise	
	p*ur*pose	ent*er*	*ar*k	b*or*ing	**EE**
EATH		weath*er*			succ*ee*ding
w*eath*er	**IR**	menag*er*ies	**OU** (round)	**OLD**	betw*ee*n
	f*ir*m		th*ou*sand	sc*old*	
EAD		**AY**	sn*ou*t		**IND**
spr*ead*	**EW**	p*ay*			m*ind*s
	mild*ew*				

Seat Work Problems

1. Write the key words for OO, EATH, EAD, OI, UR, IR, EW, ER, AY, AR, OU, OR, OLD, OW, EE, IND.
2. Write one or two other words for each phonogram.

II. Short vowel combinations in jingles. (See page 3.)

Bug jingle
tag
figure

Duck jingle
o'clock
wicked
flicker
crackled

Rush jingle
fresh

Pup jingle
nap
dip
disappointment

Cub jingle
goblin
tub

Muff jingle
stiff

Fuss jingle
blessed

Fun jingle
fan
goblin
Thunder
skin
plenty
season
win
granite
planet
enter
menageries

Nut jingle
cattle
hop-scotch
planet
Spotty
pitty-pat
pet

Mud jingle
gradual
edges
porridge
advice

Drum jingle
Promise
important
hem
lemonade
familiar
stump

Bus jingle
mosquitoes
disappointment
discoveries

ask, esk, isk, osk, usk: *dusk.* (P. 18)

Seat Work Problems

3. The teacher will copy on the board a number of the words that are based on the jingles. The children will arrange them under the names of the jingles and underline the letters that are from the jingle combination.

III. Other short vowels:

Short *a*	Short *e*	Short *i*	Short *o*	Short *u*
Practice	expecting expectation	particular picnic	porridge	succeeding

and, end, ind, ond, und: — pretended.

ant, ent, int, ont, unt: — important, silent, disappointment, hints.

Seat Work Problem

4. The teacher will copy the list on the board; the children will arrange the words under the five short vowels. She should underline the vowel.

IV. Other long vowels:

Long *a*	Long *e*	Long *i*	Long *o*	Long *u*
āpron pātient nāture	prētended bētween	sīlent	prōtect	gradūal sūpercilious particūlar

Seat Work Problem

5. Same as 4.

V. Endings:

ing	final *y*	*ed*	*ly*	*er*
fann*ing*	leaf*y*	wicke*d* (ed)	happi*ly*	deeper
ty*ing*	plenty	blesse*d* (ed)	Second*ly*	darker
succeed*ing*	sultry	allowe*d* (ed)	Third*ly*	lower
expect*ing*	variety	pretende*d* (ed)	Fourth*ly*	
fix*ing*	Spotty	crackle*d* (d)	Fifth*ly*	*est*
bor*ing*		mixe*d* (t)	Last*ly*	stoutest
past*ing*	*ies*	promise*d* (t)	bright*ly*	oldest
see*ing*	bird*ies* (birdy)	sharpene*d* (d)		loveliest
know*ing*	part*ies*	disappointe*d* (ed)		greatest
	cook*ies*	cage*d* (d)		
ful	discover*ies*	ringe*d* (d)		
plenti*ful*				

Final *s*

breeze*s*	voice*s*	fern*s*	Saturday*s*	Sunday*s*	tart*s*	hope*s*
hour*s*	promise*s*	picture*s*	straw*s*	Wednesday*s*	bit*s*	actor*s*
bowl*s*	your*s*	become*s*	Thursday*s*	Monday*s*	thought*s*	book*s*
breath*s*	stalk*s*	wake*s*	Friday*s*	Tuesday*s*	hint*s*	moonbeam*s*

Seat Work Problems

6. The teacher puts the list of words ending with *ing* on the board. The children write the words to which *ing* had been added. Observe which children remember the word *paste*. Omit *tying* and *boring*.

7. The teacher puts the words ending with *ed* on the board. The children arrange the words in three groups, according to the sound of final *ed*, copying them in columns under the titles *ed*, *d*, or *t*.

8. The teacher puts the words ending in *ly* on the board. The children copy them and write beside each the word as it was before *ly* was added. Which word must be changed to form a correct word? . . . [*happi* to *happy*] . . . Draw the conclusion: If a word ends in *y*, the *y* changes to *i* before the ending *ly*.

9. The teacher puts on the board the words ending in *er* and *est*. Children write beside each the original word without the ending. Same procedure as in (8). Which word was different? . . . [*lovely* changed to *loveli* before *est*] . . . Draw the conclusion in the form of a rule: If a word ends in *y*, the *y* is usually changed to *i* before the endings *ly* and *est*.

10. Have the children copy the words ending in *er* and *est* adding *funny* and *sunny* to the list; and then copy for each word the three forms that mean 1, 2, or 3 or more; as, *fast* (1), *faster* (2), *fastest* (3). How is the word *lovely* changed? . . . [*y* is changed to *i* to form *lovelier* and *loveliest*].

11. The teacher will write on the board the words ending in *ies*, the children will write the form of the word that they would use with *a*. [*a party, a cooky, a discovery*] . . . Draw a conclusion: *y* is changed to *i* before the ending *es*.

12. Teacher writes words in final *y* on board. Children find in the list the word from which *plentiful* is made, . . . [plenty] . . . They tell what change is made.

13. Teacher copies words in *s* on board; children divide the words into two groups; hissing *s* and buzzing *s*.

VI. Prefixes:

ex	pre	ad	be	pur	im	dis
*ex*pect	*pre*tended	*ad*vice	*be*tween	*pur*pose	*im*portant	*dis*appoint *dis*cover

Seat Work Problem

14. The teacher copies on the board the words with prefixes. The children copy the words and underline the prefix in each. The children form words by putting *ex*, *ad*, *be*, *dis*, or *pur* in front of the following: (The latter, oral work.)

. . . .mit	. . . .appoint	. . . .tween	. . . .chase
. . . .change	. . . .came	. . . .appear	. . . .mittance
. . . .cover	. . . .side	. . . .cause	. . . .fore
. . . .low	. . . .pect	. . . .neath	. . . .cept
. . . .agree	. . . .pose	. . . .gin	. . . .yond

VII. Rules:

" Little Lazy *e* "

lake	robe	hare	advice	purpose	scene
figure	price	lemonade	alone	therefore	Nature

" Bossy Letter "

laid	season	moonbeams
paid	mosquitoes	

" *c* before *e, i,* or *y* "

price advice practice

" *g* before *e, i,* or *y* "

magic edges porridge menageries

Seat Work Problems

15. The teacher will copy the above twenty-four words on the board. The children will make four columns on paper, put a rule at top of each, and then arrange the words in columns.

VIII. Contractions:

I'll won't wouldn't weren't couldn't

Seat Work Problem

16. Write the full forms for the contractions.

IX. Silent letter: whis*t*le

CORRELATION WITH OTHER SUBJECTS

Picture study. *Perry Pictures:* Hare, 9174, 2 cts.; tortoise, 9223, 2 cts.; flicker, 9027, 2 cts.; coon, 9186, 2 cts.
Puzzle pictures in Third Reader.

Conversation. Why should we plant trees. Different kinds of work for the days of the week. Things to see outdoors in autumn.

Dramatization. "The Gradual Fairy"; "The Hare and the Tortoise."

Language. A Tree Booklet.

Health lessons. Fresh air and sunshine: in bedrooms; in the schoolroom. Proper light for reading. Care of the eyes.

Nature study. Growth and care of trees. Seed pods. The flicker.

Geography. Make a map of the school grounds. Seasonal changes (autumn).

History. Local history. What men or women have played "good fairy" in your community.

Penmanship. Word Book.

Incidental numbers. Quick reference to numbers.

Music. (*a*) "Granddaddy Long-legs": *Victor record* 17625.
(*b*) "Silver Moon": *Columbia record* A3147.
(*c*) "Poppies": *Victor record* 17625.
(*d*) "Little Chickens and Snowbirds": *Victor record* 18886.

Games. Pantomime game, p. 137; Rhyming game, p. 137; Puzzle game, p. 138; Airplane game, p. 143.

Handwork. Porridge bowls drawn and decorated or made in clay, pictures of Green Goblin, Fairy, the days, stand-up pumpkins and trees, a meadow scene on sand table.

Collections. Autumn leaves; pictures of trees; dried seed pods.

SONG GAMES, POEMS, AND STORY-TELLING

Song games. (*a*) "Signs of the Seasons." Rust and Jenks' *Song Echoes*, p. 86.
(*b*) "The Sun." Gaynor and Brennan's *Songs for Little Children*, p. 69.
(*c*) "A Valentine." Gaynor and Brennan's *Songs for Little Children*, p. 26.

Poems. (*a*) "The Wise Fairy." Alice Cary. (See page 344.)
(*b*) "This is the Tree of the Forest." Poulsson's *In the Child's World*, p. 30.
(*c*) "The Sandman." Margaret Vandegrift. *Riverside Third*, p. 193.

Story-telling. (*a*) "The Wise Men of Gotham." Baldwin, *Fifty Famous Stories*, p. 39.
(*b*) "The Elephant Child." Kipling's *Stories and Poems*, Book 1, p. 37. (R.L.S. 257.)
(*c*) "Stories of Creation." Cooke's *Nature Myths*, p. 13.
(*d*) "Apple-Seed John." Bailey's *For the Children's Hour*, p. 182.

SUPPLEMENTARY OR PRACTICE READING

I. STORIES IN OTHER READERS

(*a*) **Fairy Stories.**
Queen Hulda and the Flax. Story Hour, Third, p. 166.
The Cave of Gold. Natural Method, Third, p. 117.

Fairy Stories (con.).
The Blue Light. Beacon Third, p. 35.
The Dancing Shoes (Grimm). Beacon Third, p. 87.
The Princess on the Glass Hill. Merrill Third, p. 105.
How Doughnuts Came to be Made. Elson Third, p. 19.
The Fairy Shoes. Elson Third, p. 23.
Irene, the Idle. Howe Third, p. 123.

(*b*) **Sleeping Beauty.**
Merrill Second, p. 142.
Young and Field Second, p. 131.
Baker and Thorndike Third, p. 124.
Story Readers, Primer, p. 120. (Play.)
Summers Second, p. 106.
Heart of Oak, Second, p. 96.
Story Hour, Third, p. 132.
Riverside Third, p. 144.
Elson Third, p. 229.

(*c*) **The Honest Woodman.**
Young and Field, Book 2, p. 45.
Children's Method, 2d year, 2d half, p. 30.
Easy Road to Reading, First, p. 86.
Haliburton First, p. 73.
Summers First, p. 48.
Natural Method, Third, p. 17. (Play.)

(*d*) **Peter Pan.** (Barrie.)
Free and Treadwell Second, p. 170.

(*e*) **East of the Sun and West of the Moon.** (Norse.)
Free and Treadwell Second, p. 137.
Young and Field Second, p. 119.

(*f*) **Proserpina.** (Greek.)
Summers Second, p. 125.
Young and Field Third, p. 205.
Cooke's Nature Myths, p. 64.
Klingensmith's Household Stories, p. 108.

II. POEMS IN OTHER READERS

(*a*) **Fairy Folk,** by Allingham.
Free and Treadwell Second, p. 190.
Easy Road to Reading, Third, p. 40.
Baker and Thorndike Third, p. 63.
Elson Third, p. 17.
Horace Mann Third, p. 52.
American School Reader, Third, p. 43.
Easy Road to Reading, Third, p. 40.

(*b*) **The Land of Story Books,** by Stevenson. (See page 341.)
Story Hour, Book 3, p. 5.
Riverside Third, p. 187.
Merrill Third, p. 11.
Haliburton Third, p. 59.
American School Reader, Third, p. 62.
Free and Treadwell Third, p. 46.
Horace Mann Second, p. 172.
Young and Field Third, p. 98.

(*c*) **Song of the Bee,** by Marian Douglas.
American School Reader, Third, p. 180.
Merrill Second, p. 104.

(*d*) **The Peach Tree,** by Rossetti.
Free and Treadwell Second, p. 71.

EXTRA WEEK OF PRACTICE READING

I. STORIES IN OTHER READERS

(*a*) **Rabbit Stories.**
Why the Rabbit's Tail is Short. Elson Third, p. 53.
Brother Fox's Tar Baby. (Play.) Elson Third, p. 73; Studies in Reading (play), Third, p. 239.
The First Easter Eggs. Elson Third, p. 141.
Brother Rabbit, the Whale, and the Elephant. American School Reader, Third, p. 114.
Brer Rabbit (Harris). Merrill Third, p. 38.
What Frightened White Rabbit. Child's World, First, p. 44.
Rabbit that was Afraid. Young and Field Second, p. 91.

(*b*) **Rumpelstiltskin.** (Grimm.)
Beacon Second, p. 70.
Summers Second, p. 19.

(*c*) **Who Killed the Otter's Babies?**
Horace Mann Third, p. 1.
American School Reader, Third, p. 75.

(*d*) **Toads and Diamonds.**
Young and Field Second, p. 111.
Heart of Oak, Book 2, p. 53.

(*e*) **Why the Pine Tree Sighs.**
Child's World, First, p. 67.

(*f*) **Story of Lincoln.**
Summers Second, p. 84.
Riverside Third, p. 93.
Elson Third, p. 158.
Howe Third, p. 152.
Horace Mann Third, pp. 24, 71, 98, 102, 104, 143.
American School Reader, Third, p. 64.

II. POEMS IN OTHER READERS

(*a*) **September,** by Jackson.
Free and Treadwell Third, p. 252.
Horace Mann Third, p. 6.
Summers Second, p. 10.

(*b*) **Clouds,** by F. D. Sherman.
Young and Field Second, p. 169.
Riverside Third, p. 59.

(*c*) **Grasshopper Green.**
Studies in Reading, Third, p. 48.
Riverside Second, p. 161.

(*d*) **The Wise Book,** by A. F. Brown.
Riverside Second, p. 9.

(*e*) **Fairy Folk,** by Bird.
Child's World, Second, p. 52.

III. SILENT READING DRILL EXERCISES

Stone's Silent Reader, Book 2.

GROUP II

(About Indians, pp. 28–47)

Theme. Indian life. An adventure of a little Quaker girl with the Indians. Hiawatha's life and friends. His love of animals and outdoor life.

Pictures. Historical setting of colonial America and an ancient ship at sea. Puzzle pictures of Indian scenes. Picture cut-outs. Woods and river; animal scenes.

Specific objectives.

1. To arouse a strong story interest and a liking for stories of early history.
2. To visualize the scenes completely by drawing out details.
3. To drill on thought elements.
4. To test rate and comprehension.

Vocabulary. 10 sight words; 83 phonetic words; 68 variants of known words; 20 compounds. (See page xxxvii.)

Materials.

1. Diagnostic Tests Nos. 52–53.[1]

   No. 52. Understanding words in context, page 319.
   No. 53. Rate and comprehension, page 320.

2. Phrases and sentences for perception drills:

   a company of Quakers, a roof of boughs, a home-made rattle, a narrow stream, several inches deep, bows and arrows, a bowl of soup, learned the language, half in frolic, Arbor Day.

   Supplying different words at blanks:

   sailed from ..... (America, England).
   surprised to see a ..... (tooth, candle, canoe, present, pumpkin).
   the chief's ..... (leggings, moccasins, daughter, paddle).
   a new little ..... (brother, tooth, shawl, papoose, daughter).
   would ..... them (protect, spare, surprise, amuse, overflow, wrap).

Bird's-eye view of Group II. The chart on page 152 gives the purpose to be served by the various selections of the group:

[1] Furnished by the publishers in inexpensive form.

	Selection	Theme	Purpose	Sight words
	The Story of Little Gwen, p. 28	A little girl's adventure with Indians.	To arouse interest in reading about colonial days.	
Story interest	1st story, p. 29	Gwen's life when she came to America in colonial days.	To bring out the hardship endured by early settlers.	company, England, America, gourd, Philadelphia.
	2d story, p. 32	How Gwen and her brother were rescued from a flood by an Indian.	To bring out the exciting events and feel as Gwen must have felt.	canoe.
	3d story, p. 36	How Gwen's quick thought saved a papoose's life.	To bring out the local color of the Indian camp.	motioned, Winonah, dozen.
	Hiawatha, p. 41 Poem: *Appreciation*	Hiawatha's knowledge of animal life and his love of birds and beasts.	To make the children want to be like Hiawatha in loving animals.	language.
	Who, When, and What, p. 44 Drill: Thought elements	*Who*, *When*, *What*, parts of speech.	To make children quicker in distinguishing the different thought elements.	
	The Secret, p. 46 Test: *Rate and Comprehension*	Another adventure of Gwen's when she visited the Indian girl again.	To test rate and comprehension of silent reading.	

Schedule of basal lessons. The lessons of Group II are as follows:

Note: The drills on Study Reading marked *Drill I–e* to *Drill I–h* should be given in daily five-minute periods, either to the whole class or to the group that needs them. They give the repetition in varied form necessary to formation of habit.

19. Story 1, "Little Gwen," pp. 28–31. *Drill I–e*, p. 142.
20. Story 2, "Gwen keeps house," pp. 32–35. *Drill I–f*, p. 142.
21. Story 3, "With the Indians," pp. 37–40. *Drill I–g*, p. 142.
22. Story 3, Re-reading for the pictures, pp. 36–40. *Drill II–a*, p. 157.
23. Re-reading stories, pp. 29–40. *Drill II–b*, p. 157.
24. Dramatization, "Story of Little Gwen," pp. 28–40. *Drill II–c*, p. 157.
25. Poem, "Hiawatha," pp. 41–43. *Drill II–d*, p. 157.
26. Poem, "Hiawatha," pp. 41–43. *Test of Drill I.* Diagnostic Test No. 52, p. 319.
27. Silent reading drill, "Who, When, and What," pp. 44–45. *Drill II–f*, p. 157.
28. Silent reading test, *Rate and comprehension.* "The Secret," pp. 46-47. Diagnostic Test No. 53, p. 320.

29. Silent reading test, pp. 46–47, continued.

30. Entertainment: A Story Party. Motivated Review, pp. 28–47.

Note: The drills for the ten-minute Drill Period are given in italics. The teacher should use the days where no drill is specified for special drill to suit the needs of the class. (Lessons 28, 29, 30.) On the 26th day the test is given in the Drill Period. It should be talked over with the children on the 28th day in the Drill Period.

OPTIONAL AND SUPPLEMENTARY

I. Summary and review of phonetics. See page 160.
II. Correlation with other subjects. See page 163.
III. Supplementary reading. See page 163.
IV. Song games, poems, and story-telling. See page 163.
V. An extra week of supplementary reading. See page 164.

THE STORY OF LITTLE GWEN

1. LITTLE GWEN (pp. 29–31)

Word study. 1. Sight words: [1]***England***, [1]***company***, [1]***America***, [8]***gourd***, [9]***Philadelphia.***

2. Phonetic words: [1]*Welsh*, [1]*Gwen*, [1]*Quak'ers*, [2]*broth'er* (other), [4]*pro-tect'*, [4]*dug*, [4]*caves*, [4]*boughs*, [5]*ladder*, [5]*upper*, [7]*ro'ly-po'ly*, [7]*spare*, [8]*gums*, [8]*rattle*, [9]*Meeting.*

3. Variants: [1]wish*ed*, [3]ship, [3]Gwen's, [3]familie*s*, [3]homes, [4]colde*r*, [4]beds, [7]crawl*ing*, [7]moments, [7]trott*ing*, [7]good-natur*ed*, [7]cutt*ing*, [8]thimb*le*, [8]harde*r*, [8]drie*d*, [9]Quake*r*, [10]could*n't.*

4. Compounds: [2]*halfway*, [2]*Seaborn*, [6]*river-bank*, [8]*home-made*, [10]*anywhere.*

5. (*a*) Review the rule that the ending *y* is usually changed to *i* before endings. Deduce rule from:

party	family	plenty	lovely	funny
parties	families	plentiful	loveliest	funniest

(*b*) Teach silent *gh* from the following:

right	might	sight	bought	caught
light	night	fright	thought	straight

Underline *gh*. Apply rule to *bough* (round), *ugh*, and *daughter*.

6. Seat work: (*a*) Make up sentences using the compound words in sections 2, 6, 7, 8, 10.

(*b*) Find and copy words with final *ing* in pages 29–31:

[7]visiting	[7]crawling	[7]cutting	[10]crying
[7]creeping	[7]trotting	[9]meeting	

(*c*) A syllable put in front of a word is called a *prefix*. In the word *protect*, *pro* is a prefix. Put *pro* in front of the following words. Sound the words, and when the teacher uses each in a sentence tell what it means.

....claim′	....cure′	....fess′	....nounce′	....vide′
....cess′ion	....duce′	....gress′	....pel′	....voke′

Introduction. Through table of contents and study of pictures on pages 28 and 30. In reading the titles in the contents encourage children to anticipate what the stories might tell. What has the ship to do with the story? . . . Compare it with a ship of to-day in size, speed, and safety. . . . . [Show pictures of ships.] . . . Compare the house and the people on page 30 with houses and people of to-day. . . . Where do you think this story happened? . . . When? . . .

Silent reading. *1. First reading to find out* about the people in the picture.

2. Second reading. To find *who, when, why, where, how,* and *what* of the story.

Who. [1]Gwen, father, mother, and [2]Seaborn.
When. [1]"A long time ago"; [9]"time for Quaker Meeting."
Why. [1]"to make a new home."
Where. [1-2]on sea; [3]in woods; [6]near river-bank.
How. [3]slow travel; [4]hardships; [7]busy life.
What (details). [1]sailed to America; [3]pushed on to woods; [4]lived under trees and in caves; [5]built log cabin; [7-8]busy caring for the baby; [9]news of Quaker Meeting; [10]father to go.

Oral reading. Appoint four children to be this Quaker family. They should sit up front and criticize the way the story is read aloud. Ten children read in relay; and the class listen. Repeated by ten other children who try to profit from criticisms made by the "Quaker family."

Something to do. 1. Construct a log cabin. 2. Make paper-doll cut-outs of Gwen and her mother and father. 3. Draw a ship at sea on a poster.

2. GWEN KEEPS HOUSE (pp. 32–35)

Word study. 1. Sight word: [15]***canoe.***

2. Phonetic words: [1]*coaxed,* [1]*bound,* [2]*sur-prised′,* [2]*tooth,* [2]*a-muse′,* [4]*ov-er-flowed′,* [5]*nar′row,* [5]*stream,* [5]*trickled,* [6]*sev′er-al,* [6]*in′ches,* [7]*wrapped,* [7]*shawl,* [8]*can′dle,* [9]*stead′i-ly,* [9]*jerk,* [11]*neith′er,* [11] *Ugh,* [12]*limped,* [15]*scram′bled,* [15]*glid′ed.*

3. Variants: [1]boa*t,* [2]Seaborn′*s,* [2]quie*t,* [2]rain*ing,* [2]door*s,* [4]ris*ing,* [4]bank*s,* [4]hope*d,* [7]splash*ing,* [8]warm*ly,* [8]light*ing,* [9]nod*ding,* [11]Miss*y,* [12]trade*d.*

4. Compounds: [1]*grown-up,* [7]*upstairs,* [8]*downstairs,* [9]*stairway.*

5. Teach sound of *a* (or à) from *ask*, saying that where *a* is used as a syllable, with no consonant after it, it usually has that sound. Drill on:

A-mer'i-ca a-muse' pa-poose' moc'ca-sin a-head'

Drill the class in the correct pronunciation of *America* (*à-měr'ĭ-kà* — not *Amurika* or *Ameriker*).

6. Seat work: (*a*) Find the compounds and use them in sentences:

[1]grown-up	[7]upstairs	[8]downstairs	[9]Seaborn
[4]overflowed	[7]outside	[8]doorway	[9]stairway

(*b*) Write words by adding *ness* to the following. Observe the new rule, page 153 [*loneliness, loveliness, happiness*].

good....	lonely....	soft....	lovely....	stiff....	fresh....
bright....	stout....	mean....	kind....	happy....	cold....

Introduction. Hard things the settlers had to fight. [Dense forests, wild animals, bad weather, Indians.] Draw out instances of each. Anticipate in conversation some of the troubles this Quaker family had. Rapidly review story to date. Note title. Would Gwen "keep house" well? . . . Read to find out.

Silent reading. *Thought questions.* What things would Gwen have to do if she kept house? . . . [Cook, wash, make beds, dress Seaborn, keep animals out.] . . . How old does she seem to be? . . . [Compare with brothers and sisters.] . . . What made the flood so bad? . . . [Rain, near river.] . . . What things should Gwen have to think of? . . . What damage had the flood already done? . . . Why would the Girl Scouts like Gwen? . . .

Organization. Find sections that give:

The leave-taking [1].
The coming of the flood [2–6].
How Gwen acted quickly [7–8].
How they were saved [9–15].

Oral reading. See procedure, page 154.

3. WITH THE INDIANS (pp. 36–40)

Word study. 1. Sight words: [9]***mo'tioned***, [9]***Win-o'nah***, [13]***dozen*** (dŭz).

2. Phonetic words: [1]*lying*, [1]*middle*, [1]*crouching*, [3]*grunt'ed*, [4]*swung*, [4]*strapped*, [4]*flat*, [4]*chuck'led*, [5]*teth'ered* (tied), [6]*already* (al, call), [6]*groups*, [6]*scraping*, [6]*moc'ca-sin*, [6]*beads*, [6]*bows*, [6]*arrows*, [7]*soup*, [7]*lifted*, [7]*chief*, [9]*papoose'*, [9]*shy'ly*, [10]*crop*, [10]*daugh'ter*, [12]*choke*, [13]*flash*, [13]*throat*, [13]*brave'ly*, [13]*grasped*.

3. Variants: [2]spring*ing*, [4]branch, [4]bab*ies*, [4]skins, [4]smil*ed*, [5]camp, [5]wig-wams, [6]squaws, [6]trimm*ing*, [6]legg*ings*, [7]limp*ing*, [9]listen*ed*, [9]Wolf's, [9]kind*ly*, [9]peep*ing*, [11]content, [13]swallow*ed*, [13]button, [13]chok*ing*, [13]Papoose's, [14]praise*d*, [14]sav*ing*, [15]present.

4. Compounds: [3]*understand*, [6]*bright-colored*, [9]*near-by*, [10]*deerskin*, [10]*horse-hair*, *cut-outs*.

5. (*a*) Review *r* with short vowels (*arrows*).

(*b*) Teach a second sound of *ou*, developing it from ***you***.

(*1*) OU, *round*, like OW, *cow*.
(*2*) OU, *you*, like OO, *moo*.

Sound *soup*, *group*, *route* according to this second sound.

6. Seat work. (*a*) Write all the *ing* words in pages 37–40.

(*b*) Find the compounds and use each in a "story" or sentence:

[1]beside [2]Seaborn [3]understand [3]outside [6]bright-colored [9]near-by [10]deerskin [10]horsehair [10]another [11]afternoon [13]something [15]herself [11]upon

Introduction. Story reviewed. Guessing events of the story from the pictures on page 36.

Silent reading. *Timed section reading* supervised. The class begins reading each section at the same moment. All the sections except the last are vivid pictures. Have the children describe the picture in each paragraph or section. Call it "seeing moving pictures."

Thought questions. How was Seaborn different from the papoose? . . . In what ways was Lame Wolf kind? . . . Tell his story as you think he told it. . . . Would Gwen be a good pupil in school? . . . [remembers, is self reliant, capable, not afraid, does what she thinks is right] . . . What kinds of skins might the mother's present be? . . .

Organization. Divide the story into two main parts and make up a title for each:

Sections 1–10. Gwen in an Indian camp.
Sections 11–16. Gwen's heroic act.

Puzzle pictures. Re-read to find the parts that describe the pictures on page 36:

A. Section 10. "Gwen . . . . . happily together."
B. Section 8. "Then Lame Wolf . . . . . Bear."
C. Section 12. "Winonah ran . . . . . Gwen alone."
D. Section 2. "My brother . . . . . Seaborn."
E. Section 4. "There, hanging . . . . . Seaborn."
F. Section 11. "Gwen and . . . . . watching them."

Note: Be particular that children find the part that describes the picture fully.

Oral reading. See procedure, page 154.

Something to make. 1. Cut-outs of doll, dress, and cradle. See Third Reader, page 40. 2. Construct the Indian village of Big Chief on the sand table.

Five-minute drills. *Drill II.* See schedule of lessons for the next group, page 168.

Drill II–a. Rapid scanning, by sections, to find descriptions of Indians or things belonging to Indians:

[1] an Indian wigwam
[1] old Indian squaw
[4] an Indian cradle
[5] a number of wigwams
[6] groups of Indian squaws
[6] leggings and moccasins
[6] bright-colored beads
[6] bows and arrows
[8] chief Big Bear
[10] made of deerskin
[10] painted faces
[10] beads for eyes
[10] crop of horsehair
[15] an Indian dress
[15] beautiful skins

Drill II–b. Teacher reads a line anywhere on pages 37–40; the first child who finds it finishes the sentence.

Drill II–c. Teacher announces a number of a section; children read through rapidly and retell.

Drill II-d. Procedure *c;* but children make up a topic or title for the section.

Drill II–e. Teacher tests new words by giving them in her own language, and children find the book equivalent and read it aloud. The following words are good for such testing:

[1]crouching (bending over)
[4]strapped (fastened with strap)
[5]tethered (tied)
[6]moccasins (Indian shoes)
[7]soup (broth)
[9]motioned (made a sign)
[10]daughter (little girl)
[13]papooses (Indian babies)

Drill II–f. Finding *say* and *do* parts; as, in section 1, *do* [Gwen woke; was lying]; section 2, *say* part. For *do* or *say,* tell what was done or said.

HIAWATHA (pp. 41–43)

Word study. 1. Sight word: [1]***language.***

2. Phonetic words: [2]*lod'ges,* [2]*tim'id,* [3]*forth,* [3]*o'er,* [3]*O-pe'chee,* [3]*O-wais'sa,* [4]*Ad-ji-dau'mo,* [4]*chat'tered,* [5]*dis'tance,* [5]*e-rect',* [5]*haun'ches,* [5]*frol'ic.*

3. Variants: [1]secrets, [1]Hiawatha's, [2]beasts, [2]beavers, [2]acorns, [2]Brothers, [3]bow, [5]hunter.

4. Compounds: [3]*straightway,* [3]*bluebird,* [4]*oak-tree,* [5]*pathway,* [5]*aside.*

5. Teach related words; as, *hunt, hunts, hunted, hunting, hunter* (one who hunts):

To-day we	hunt	farm	play	paint
To-day he	hunt*s*	farm*s*	play*s*	paint*s*
Yesterday he	hunt*ed*	farm*ed*	play*ed*	paint*ed*
To-day we are	hunt*ing*	farm*ing*	play*ing*	paint*ing*
I am a	hunt*er*	farm*er*	play*er*	paint*er*

6. Seat work: (*a*) Write the names of all the birds (or four-footed animals) you can think of. Underneath write what Hiawatha called them.

(*b*) Write the words that end in *ed*, and put *d* or *t* after each according to the sound.

(*c*) Find and copy words ending in *s*, and put *s* or *z* after each according to whether final *s* is hissing or buzzing.

Introduction. Review of "Hiawatha" in Second Reader. Where would the boy Hiawatha go to school? . . . [the outdoors] . . . What things would he learn? . . . [all about birds, animals, and plants] . . . Listen to find what he learned. (Teacher reads poem aloud.)

Silent reading:

Thought and organization questions. 1. What is meant by the "language" of birds? . . . [their calls and songs — let children imitate various birds] . . . 2. What are some of the birds' secrets? . . . [how to make nests, where hide them, where find best food, where stay in winter, etc.].

3. What are some secrets of animals? . . . Find a line for each animal in the picture on page 42. . . . 4. Read the lines that give some secrets.

5. What sections tell how the animals behaved when Hiawatha went out with his bow and arrows? [3–5] . . . 6. How did each animal behave? . . .

7. Make a title for each stanza.

Relay oral reading. (*a*) Have as many children as lines of stanza stand before the class and read each stanza in relay with no delay between lines. (*b*) Then have five children read the poem in relay.

Learn stanzas 1 and 2.

Something to do. Draw pictures of "Hiawatha's Brothers."

Test of study vocabulary. Diagnostic Test No. 52, page 319. (First day.)

Talking about the test. Take test and talk over each question so that children see which words best fit the context.

WHO, WHEN, AND WHAT (pp. 44–45)

Purpose. To train children (*a*) to distinguish thought elements (thinking), and (*b*) to find certain places on pages quickly (reference work).

To be used for five-minute drills in quick thinking and reference work during the next group. May be used as an alternative to *Drill II*, p. 168.

Word study. 1. Phonetic words: *Arbor, Columbus, Halloween, pumpkins, Charles.*

2. Variants: bak*e*, tie*d*, sow*s*, Thanksgiv*ing*.

3. Pantomime Game. Third Reader, back lining, numbers 11–20.

Procedures. See page 100 for the procedures *a–j* to be applied to the exercise on pages 44–45.

THE SECRET (pp. 46–47)

Word study. 1. Phonetic words, *paddle, clay,* testing Mud jingle, AY, and ending *le.*

2. Variants: print*ed*, Winonah*'s*.

3. Puzzle word game. Third Reader, back lining, first two rows of words, from 1–10.

4. Seat work: Write (3) above.

Silent reading test. *Rate and comprehension.* Diagnostic Test No. 53, see page 320.

Talking about the test. Oral reading of sections to find each answer.

Something to do. 1. Make an Indian doll. 2. Make a tiny Indian wigwam. 3. Make dishes of clay.

THANKSGIVING OR SPRING PROGRAM (pp. 28–47)

A Poem in Relay. "The Saturdays' Party in Fairyland," p. 20. 5 children

A Reading in Relay. "Little Gwen," p. 29 (1–3, 4–6, 7–8, 9–10) 4 children
(Readers wear Quaker bonnets or hats of paper)

A Poem. "Trees," p. 17 ..... 1 child

A Reading in Relay. "Gwen keeps house," p. 32 (1–2, 3–6, 7–8, 9–11, 12–15) ..... 5 children
(Readers wear little dust caps)

A Poem in Relay. "Hiawatha," p. 41 ..... 5 children

A Reading in Relay. "With the Indians," p. 37 (1–4, 5–8, 9–10, 11–12, 13–16) ..... 5 children
(Readers wear blankets or feathers on heads to be Indians)

A Story Retold in Relay. "The Secret," p. 46..... 5 children

Relay Game. 10 children sit in semicircle facing class. They have card with "Guess my secret" on it. Child begins story. When teacher taps with pencil, he stops, gives card to another child to continue story, and turns his chair with back to class.

OPTIONAL

SUMMARY AND REVIEW OF PHONETICS OF GROUP II (pp. 28–47)

I. Phonograms used in Group II vocabulary:

AR	EAD	OR	OU (round)	OO
*Ar*bor	stead*i*ly	f*or*th	b*ough*s	t*oo*th
Char*l*es			b*ou*nd	pap*oo*se
	EE	OW (know)	cr*ou*ching	
AU	M*ee*ting	overflow*ed*		IEF
d*au*ghter	Opech*ee*	narr*ow*	UR	ch*ief*
h*au*nches	Hallow*ee*n	b*ow*s	s*ur*prised	
Adjida*au*mo		arr*ow*s		AW
	ER	Hallow*ee*n	Y	sh*aw*l
	j*er*k		l*y*ing	

Seat Work Problems

1. The teacher will copy the words as a list and the phonograms as a list. The children will place the words under the proper phonogram, underlining the letters.

2. Children will write (*a*) key words of AR, AU, AW, EAD, EE, ER, IEF, OR, OO, OW, OU, UR, Y or (*b*) another word for each phonogram.

II. Short vowel combinations in jingles. See page 3.

Fun jingle	*Pup jingle*	*Drum jingle*	*Nut jingle*	*Mud jingle*
Gw*e*n	*u*pper	g*u*ms	r*a*ttle	l*a*dder
*i*nches	str*a*pped	l*i*mped	fl*a*t	m*i*ddle
moccas*i*ns	cr*o*p	scr*a*mbled	ch*a*ttered	l*o*dges
c*a*ndle		t*i*mid		tim*i*d
W*i*nonah	***Duck jingle***	Col*u*mbus	***Bus jingle***	*A*djidaumo
gr*u*nted	tr*i*ckled	p*u*mpkins	inch*e*s	p*a*ddle
pumpk*i*ns	ch*u*ckled		Columb*u*s	
dist*a*nce		***Rush jingle***	gr*a*sped	***Muff jingle***
	Bug jingle	fl*a*sh	pr*e*sents	l*i*fted
	d*u*g		d*i*stance	
		Bell jingle		
		sw*u*ng		

Seat Work Problems

3. The teacher copies all the words for the jingles on the board under titles of jingles. The children use ten of them in "stories" or sentences.

4. Children copy the words with endings they know and underline the endings.

III. Other short vowels:

Short *a*	Short *e*	Short *i*	Short *o*	Short *u*
narrow	protect	Adjidaumo	moccasin	Columbus
arrows	several	frolic		
	tethered			
	erect			

al, el, il, ol, ul

Welsh	several	Halloween
Philadelphia	frolic	Columbus

ant, ent, int, ont, unt

grunted	presents

Seat Work Problems

5. Copy the words on board, underlining vowels. The children will find one example each for short *a, e, i, o, u; al, el, il, ol, ul;* and *ant, ent, int, ont, unt.* They will write below the phonograms or vowels for which they could not find examples. [*ul, ant, int, ont.*]

IV. Long vowels:

Long *a*	Long *e*	Long *i*	Long *o*	Long *u*
Quaker	Opechee	bridle	roly-poly	amuse
			motioned	
			Opechee	
			Owaissa	

Seat Work Problems

6. Same as 5.
7. Children copy words from the board. Beside each they write the number of syllables; as, Quaker, *2.*

V. Endings:

Final *y*	*ing*	*es*	*ly*	*er*	*le*	*en*	
company	Meeting	inches	roly-poly	Quaker	rattle	dozen	good-natured
roly-poly	crouching	haunches	steadily	brother	candle		granted
	lying	edges	shyly	ladder	middle	***ed***	strapped
tion (shun)	scraping		bravely	upper	paddle	coaxed	chuckled
motion		***ies***		neither		surprised	tethered
		families		chatter		trickled	grasped
		babies		daughter		limped	chattered
							glided

Final *s*

Quakers	boughs	beads	arrows	lodges
caves	groups	bows	presents	pumpkins

Seat Work Problems

8. The teacher will copy the words on the board. The children will find words in which *y* was changed to *i* before an ending [*families, babies, steady*].

9. Teacher copies words on board. Children group them according to endings.

10. Children write the words in *ed*, and after each put *ed*, *d*, or *t* according to sound.

11. The teacher will copy the words with final *s* on the board. The children will write them and put the number 2 before each. Then they will write after each word, the form used with 1 (or one), as follows:

2 Quakers 1 Quaker

Observe that *s* is dropped.

VI. Prefixes:

pro	*over*
*pro*tect	*over*flowed

Seat Work Problem

12. Children will make new words by prefixing *pro* or *over* to the following:

....take	....voke	....turn	....head
....vide	....come	....heard	....claim

VII. Rules:

a. "Little Lazy *e*":

caves	surprise	glide	brave
spare	amuse	choke	language

b. "Bossy letter":

coaxed stream neither beads throat Owaissa

c. "*g* before *e*, *i*, or *y* has *j* sound": lod*g*es.

d. Ending *y* usually changes to *i* before endings:

famil*ies* (family) bab*ies* (baby) stead*ily* (steady)

Seat Work Problem

13. See Seat Work Problem 15, page 147.

VIII. Contractions: *couldn't, o'er.*

IX. Silent letters:

w	*gh*
*w*rapped	dau*gh*ter
	u*gh*
	bou*gh*s

CORRELATION WITH OTHER SUBJECTS

Picture study. *Perry pictures:* An old-time ship, Mayflower, 1331B; Quakers, Penn's treaty, 1395A; Indian, 1395C; Hiawatha, 6933, 2 cts.; deer, 1005; beaver, 9405, 2 cts.; squirrel, 903; rabbit, 783E; bluebird, 9021, 2 cts.; robin, 9016, 2 cts.

Puzzle pictures in Third Reader.

Conversation. How the settlers lived. Things to do on Halloween. Secrets of birds and animals. How to care for animals.

Dramatization. "Story of Little Gwen."

Language. Sentences using compound words.

Health lesson. Keeping clean: body, hair, face, hands, nails, mouth, teeth, ears.

Nature study. Floods, — what causes them? Things made from trees (canoes); birds and their secrets; animals and their secrets.

Geography. Where the first roads were made; the first towns.

History. First settlers; Indians of early days.

Penmanship. Word Book: words in *ing, pro, ness, ed, s.*

Incidental numbers. Quick reference.

Music. (*a*) "Indian Lullaby": *Columbia record* A3143 (*a*).

(*b*) "Touching": *Victor record* 17625.

(*c*) "Mischievous Brownies": *Columbia record* A3133.

(*d*) "The Sailor": *Victor record* 17596.

Games. Who, when, what, p. 159; Pantomime game, p. 159; Puzzle word game, p. 159.

Handwork. Log cabin. Cut-outs of Gwen, mother, and father. Ship poster. Cut-outs of doll, dress, cradle. Indian village on sand table. Pictures of "Hiawatha's Brothers." Indian doll wigwam. Dishes of clay.

Collections. Pictures of ships, log cabins, Indians, and Hiawatha's animal and bird friends.

SONG GAMES, POEMS, AND STORY-TELLING

Song games. (*a*) "Jack o' Lantern." Bentley's *Play Songs*, p. 64.

(*b*) "The Squirrel." Smith's *Songs for Little Children*, p. 106.

(*c*) "The Robin's Good-by." Gaynor and Brennan's *Songs for Little Children*, p. 10.

Poems. (*a*) "The Lamb." Blake. *Young and Field Third*, p. 140. (First Grade Manual, p. 441.)

(*b*) "The Constant Dove." Celia Thaxter. (See page 346.)

(*c*) "To St. Ives." *Riverside Second*, p. 167.

Story-telling. (*a*) "The Gulls of Salt Lake." Bryant's *Stories to Tell*, p. 129.

(*b*) Ceres and Proserpine. Coe's *Second Book of Stories*, p. 117; Cooke's *Nature Myths*, p. 64; Klingensmith's *Household Stories*, p. 108.

(*c*) "Story of the First Corn." Bailey's *For the Children's Hour*, p. 221.

(*d*) "The Princess and the Nuts." Lodge's *Famous Old Tales*, p. 106.

SUPPLEMENTARY OR PRACTICE READING

I. STORIES IN OTHER READERS

(*a*) **Indian Stories.**

Glooskap and the Winter Giant. Young and Field Third, p. 69.

Why the Baby says Goo. Young and Field Third, p. 75.

Indian Stories.
The Beaver's Lodge. Story Hour, Third, p. 27.
Manitou and the Squirrels. Story Hour, Third, p. 34.
The Gift of Corn. Story Hour, Third, p. 147.
How the Ducks got their Fine Feathers. Natural Method, Third, p. 86.
The Corn Story. Riverside Third, p. 176.
Was it the First Turtle? Riverside Third, p. 189.
Peboan and Seegwun. Elson Third, p. 120.
Iagoo the Story-Teller. Easy Road to Reading, Third, p. 31.
Iptomi and the Ducks. Easy Road to Reading, Third, p. 67.
Little Scar-Face. Young and Field Second, p. 138.
The Boaster and the Baby. Aldine Second, p. 120.

(*b*) **Snow White and Rose Red.** (Grimm.)
Baker and Thorndike Third, p. 83.
Young and Field Third, p. 41.

(*c*) **Hansel and Gretel.** (Grimm.)
Free and Treadwell Second, p. 155. (Play.)
Natural Method, First, p. 97. (Play.)
Children's Method Readers, 2d year, 1st half, p. 29.
Story Hour, Third, p. 6.

(*d*) **Hiawatha Stories.**
Baker and Thorndike Third, p. 234.
Summers Second, p. 25.
Young and Field Third, p. 80.
Merrill Third, p. 191.

(*e*) **Thumbling.** (Andersen.)
Summers Second, p. 134.

(*f*) **Ulysses and the Bag of Winds.** (Greek.)
Riverside Second, p. 120.
Summers Second, p. 94.
Elson Third, p. 111.

II. POEMS IN OTHER READERS

(*a*) **Hiawatha,** by Longfellow.
Story Hour, Book 3, pp. 26, 84, 146.
Natural Method, Third, pp. 84, 297.
Riverside Third, p. 171.
Merrill Third, p. 187.
Horace Mann Third, p. 64.
Summers Second, p. 26.

(*b*) **How the Leaves Came Down,** by Coolidge.
Free and Treadwell Third, p. 249.

(*c*) **Little Papoose,** by Charles Myall.
Elson Third, p. 119.

(*d*) **Indian Mother's Lullaby,** by Charles Myall.
Aldine Second, p. 118.

(*e*) **Cradle Song,** by Aldrich. (See p. 351.)
Riverside Second, p. 39.

EXTRA WEEK OF PRACTICE READING

I. STORIES IN OTHER READERS

(*a*) **Colonial Stories.**
Andy and Redcoats. Natural Method, Third, p. 257.
How Temple Saved her Horse. Natural Method, Third, p. 269.

(*a*) **Colonial Stories.**
The Boy, the Bees, and the British. Elson Third, p. 151.
A Jack o' Lantern Scare. Studies in Reading, Third, p. 69.
From the Back of a Sheep to the Legs of a Boy. Studies in Reading, Thi d, p. 235.
Pilgrim Fathers. Lincoln Third, p. 56.
The Old Cocked Hat. Easy Road to Reading, Third, p. 299.

(*b*) **Goody Two Shoes.**
Beacon Second, p. 143.
Edson-Laing Second, p. 15.
Studies in Reading, First, p. 155.
Summers First, p. 103.
Heart of Oak, Book 2, p. 138.

(*c*) **Mother Frost.**
Beacon Second, p. 55.

(*d*) **Little Pumpkin's Thanksgiving.**
Elson Third, p. 123.

(*e*) **The Shoe.** (A play.)
Young and Field Second, p. 97.

(*f*) **Story of Columbus.**
Elson Third, p. 144.
Lincoln Third, p. 31.

II. POEMS IN OTHER READERS

(*a* **The Tree,** by Björnson. (See p. 352.)
Holton-Curry Third, p. 173.
American School Reader, Third, p. 168.
Young and Field Third, p. 225.

(*b*) **My Little Garden,** by Veitch.
Beacon Third, p. 13.

(*c*) **Drive the Nail.**
Studies in Reading, Third, p. 110.

(*d*) **The Baby,** by Hugh Miller.
Beacon Second, p. 96.

(*e*) **The Sweetest Place,** by Butts.
Child's World, Second, p. 86.

III. SILENT READING DRILL WORK

Stone's *Silent Reader*, Book 2.

GROUP III

(Magic Stories, pp. 48–101)

Theme. Magic. The magic of material things. [The magic horse that worked wonders.] The magical beauty of the outdoors in winter — the snow, the winter skies. The magic of a kind heart and how it reacts on others. [Whistle-oo Tree Story, Piccola.]

Pictures. Arabian Nights settings with the color and the crowds of the Orient. Arabian costume, architecture, interior furnishings, courtyard. Puzzle pictures: (*a*) various birds accurately portrayed, (*b*) scenes in "Magical Whistle" story. Swiss peasant pictures in mountain setting. French peasant kitchen in "Piccola."

Specific objectives:

1. To enjoy stories or poems with atmosphere (as Arabian Nights) and get the flavor.
2. To get all the ideas, and in right order, when reading silently.
3. To make conversation "alive" in oral reading and to bring out the pictures.
4. To discriminate *who*, *when*, *where*, and *what* thought elements.
5. To drill in study reading of the descriptive type.
6. To test study reading.
7. To form words with *dis*, *re*, *pro*, *over*, *be*, and *de* prefixes; to develop the rule of doubling the consonant before an ending.

Vocabulary. 23 sight words; 220 phonetic words; 140 variants; 35 compounds. (See page xxxvii.)

Materials.

1. Diagnostic Tests Nos. 54–55.[1]

   No. 54. Test of thought elements, p. 321.
   No. 55. Study test, p. 322.
   No. 56. Thought elements, p. 323.

2. Phrases and sentences for perception drills:

   a bargain to propose; he bade the officers; precious rings; better health; journeyed far; he buried his face; his parents; a maid of France.

   Supplying different words at blanks:

   The ..... of Persia (Emperor, court, health, wealth).
   began to ..... (search, guard, worry, warble).
   the ..... of the guard (officer, captain, honor).
   a wicked ..... (enchanter, Hindu, officer, magician, captain).
   in your ..... (neighborhood, prison, pocket).

[1] Furnished by the publishers in inexpensive form.

it was ..... (handsome, costly, angry, precious, splendid, perfect, powerful, vain, scarce, peculiar, rough).

Bird's-eye view of Group III. The following chart gives the purpose to be served by the various selections of the group:

	Selection	*Theme*	*Purpose*	*Sight words*
Story interest	**The Enchanted Horse**, p. 48	Wonderful adventures with a magic horse.	To arouse great interest in reading fast.	
	1st story, p. 48	Adventure of Prince on magic horse.	To bring out description and conversation.	Persia, bargain, bade, search, reins, guard.
	2d story, p. 56	Adventure of the princess on the magic horse.	Same as above.	precious, honor, court.
	3d story, p. 60	Adventure of the Hindu.	Same as above.	captain, magician, health.
	Things to do this Winter, p. 68 Article: *Study drill*	Definite directions about studying birds in winter.	To show children how to get all the details in reading the more difficult study selections.	neighborhood. junco.
	A Song of Christmas Trees, p. 71 Poem: *Appreciation*	The contrast of Christmas when outdoors and indoors.	To visualize contrasting ideas; to enjoy rhythm and rhyme.	
	Who, When, What, Where, p. 72 Drill. *Thought elements*	*Who*, *when*, *where*, and *did what* parts of sentences.	To distinguish different thought elements.	
Story interest	**The Magical Whistles**, p. 74	The magic of a kind wish.		
	1st story, p. 75	The magic whistle and what it does.	To bring out Happy's traits.	journeyed, warbling.
	2d story, p. 79	The magical whistle will not act for mean persons.	To show the mean traits of the Big Man.	roughly, a-ha.
	3d story, p. 84	How whistles were brought to the villagers.	A mean man cannot bring good to others.	orphan, worrying, wealth, buried.
	4th story, p. 90	How the Big Man's heart was softened.	To show how a little child can do good.	
	Piccola, p. 95 Poem: *Appreciation*	The round-about way Santa Claus came to a little French girl.	To bring out Piccola's kindness of heart and faith in the Christmas spirit.	parents.
	Snap Shots of Birds, p. 98 Test: *Study reading*	How baby birds learn.	To test rate and comprehension in more difficult study reading.	

Schedule of basal lessons. The lessons of Group III are as follows:

35. Story 1, "The Enchanted Horse," pp. 48–52, section 19. *Drill II–c*, p. 157.
36. Story 1, continued, pp. 52, section 19, to 55. *Drill II–d*, p. 157.
37. Story 1, Re-reading pp. 48–55. SR or OR. *Drill II–e*, p. 157.
38. Story 2, "What the Princess did," pp. 56–58, section 7. *Drill II–f*, p. 157.
39. Story 2, continued, pp. 58, section 7, to 59. *Drill II–a*, p. 157.
40. Story 3, "What the Hindu did," pp. 60–64, section 12. *Drill II–b*, p. 157.
41. Story 3, continued, pp. 64, section 12, to 67. *Drill II–e*, p. 157.
42. Re-reading Arabian Nights Story, pp. 48–67. *Test of Thought elements.* Diagnostic Test No. 54, p. 321.
43. Study Reading, "Things to do this winter," pp. 68–70. *Drill III–a*, p. 174.
44. Study Reading, pp. 68–70, continued. *Drill III–b*, p. 175.
45. Study Reading, pp. 68–70, continued. *Drill III–c*, p. 175.
46. Study Reading, pp. 68–70, continued. *Drill III–d*, p. 175.
47. Poem, "A Song of Christmas Trees," p. 71. *Drill III–e*, p. 175.
48. Silent reading drill, "Who, When, What, Where," pp. 72–73. *Drill IV–k, l*, p. 177.
49. Silent reading drill, continued, pp. 72–73. *Drill IV–a, b*, p. 100.
50. Story 1, "The Whistle-oo Tree," pp. 75–78. *Drill IV–c, d*, p. 100.
51. Story 2, "The Big Man and the Magical Whistle," pp. 79–83. *Drill IV–e, f*, p. 100.
52. Story 3, "Whistles for the Villagers," pp. 84–89. *Drill IV–h*, p. 100.
53. Story 4, "The Little Orphan Boy," pp. 90–94. *Drill IV–i*, p. 100.
54. Story 4, Re-reading pp. 90–94. *Drill IV–j*, p. 100.
55. Dramatization, "The Magical Whistles," pp. 74–94. *Drill IV–m*, p. 177.
56. Poem, "Piccola," pp. 95–97. *Drill IV–n*, p. 177.
57. Poem, "Piccola," pp. 95–97. *Drill IV–o*, p. 177.
58. Study test, "Snap Shots of Birds," pp. 98–101. Diagnostic Test No. 55, p. 322.
59. Study test, continued. *Thought elements.* Diagnostic Test No. 56, p. 182. See page 323.
60. Entertainment: A Story Party. Motivated Review, pp. 48–101.

OPTIONAL AND SUPPLEMENTARY

I. Summary and review of phonetics. See page 183.

II. Correlation with other subjects. See page 188.

III. Supplementary reading. See page 189.
IV. Song games, poems, and story-telling. See page 188.
V. An extra week of practice reading. See page 190.

THE ENCHANTED HORSE

1. WHAT THE PRINCE DID (pp. 48–52, section 19)

Word study. 1. Sight words: [1]***Persia***, [11]***bargain***, [18]***bade*** (pronounced *băd*, not *bāde*).

2. Phonetic words: *enchanted, prince,* [1]*feast,* [1]*Emperor,* [1]*Hindu,* [1]*throne,* [1]*midst,* [1]*leading,* [1]*handsome,* [1]*bore,* [1]*costly,* [1]*saddle,* [1]*bridle,* [1]*live,* [1]*artfully,* [2]*knelt,* [2]*mount,* [4]*fond,* [5]*peg,* [5]*gazed,* [5]*mere,* [5]*speck,* [6]*offered,* [7]*sell,* [9]*angry,* [10]*wretch,* [10]*juggler,* [11]*propose,* [12]*manage,* [12]*aid,* [13]*flung,* [15]*Sire,* [15]*wits,* [15]*senses,* [18]*officers,* [18]*prison.*

3. Variants of known words: [1]seat*ed,* [1]appear*ed,* [5]sooner, [11]ask*s,* [12]will*ing,* [18]surprise, [15]hear*ing,* [17]cross*es,* [17]seas, [17]rider.

4. Compounds: [5]far-off, [5]palm-tree, [5]palm-branch, [9]aloud, [12]forward, [18]alive.

5. Talk about the meanings of the following words:

en-chant'ed	[1]Em'per-or	[10]wretch	[11]pro-pose'
prince	[1]Hin'du	[10]jug'gler	[15]Sire
[1]Per'sia	[1]art'ful-ly	[11]bar'gain	[15]sen'ses

6. Seat work (after reading of story): (*1*) Fill the proper words in the blanks:

a. The horse was .....; therefore, it could do wonderful things.
b. The horse was ..... made.
c. The ..... was the son of the ..... of .....
d. The ..... called the ..... a ..... and a .....
e. The .....'s father said he had a ..... to .....
f. The ..... was called ..... by the .....
g. When the ..... came to his ....., the horse was gone.

Introduction. Bring out the idea of *enchanted* in the introductory conversation. Speak of Arabian Nights as the store-house of "enchanted" stories. Have children contribute stories dealing with enchanted things that do wonders.

Silent reading. Supervised, by sections; children retell. (See page 156 for procedure.)

Oral reading. In connection with silent reading to verify whether children's retelling was correct and complete.

Something to do. Draw a picture of (*a*) the enchanted horse; (*b*) the Hindu; (*c*) the Emperor on his throne.

1. **WHAT THE PRINCE DID** (continued; pp. 52, section 19 to 55)

Word study. 1. Sight words: [19]***search*** (earth), [20]***reins*** (reindeer), [22]***guard.***

2. Phonetic words: [21]*pal'ace,* [22]*dim,* [22]*swords,* [22]*in'ner,* [22]*couch,* [22]*maids,* [23]*crea'ture,* [23]*gen'tly,* [23]*twitched,* [23]*sleeve,* [23]*kneeling,* [24]*Princess,* [25]*king'dom,* [25]*Ben'gal* (call), [26]*com-mand'.*

3. Variants: [19]move, [22]sides, [22]passed, [23]fair.

4. Compounds: [19]*backward,* [20]*alight,* [22]*ajar.*

5. Review words with silent *w,* underlining the silent letter; sound *sword* (silent *w*).

*w*rite	*w*hole	*w*rong	To*w*ards	windo*w*
*w*ho	*w*rote	*w*hom	ans*w*er	*w*rinkled

6. Develop the rule that when a short vowel syllable ends in a single consonant that consonant is doubled before the endings *er, ed,* and *ing.*

hot	hotter	hit	hitting	beg	begged
up	upper	sit	sitting	stop	stopped
in	inner	run	running	hop	hopped
out (long)	outer	kneel (long)	kneeling	aid (long)	aided

7. Seat work: (*a*) Make compound words by inserting *a, back, ward,* or *over,* with the following:

....jar	....ward	....rose	....head	back....
....flowed	....light	....joyed	for....	

(*b*) Look through the words of the Pantomime Game, Third Reader, back lining, for short vowel words that double the final consonant before an ending.

6. chopping	8. skipping	13. cutting	28. drumming
7. running	10. fanning	24. swimming	

Introduction. Story reviewed. — Did the prince find the peg?

Silent reading. Copy on board in mixed order and have children arrange topics in right order. (See procedure on page 119.) Omit section numbers.

Section 19. The Prince found the other peg.
Section 20. The horse came down slowly.
Section 21. The prince got off the horse and found himself at the door of a palace.

Section 22. The prince entered the palace and found the princess.
Section 23. He wakened the princess.
Section 24. He told her who he was.
Section 25. The princess told him who she was.
Section 26. They gave him food and drink and a place to sleep.

Oral reading. To bring out all the details.

Re-reading, pages 48–55. (*a*) Practice reading orally for Story Party, or (*b*) read silently, section by section, to speed up eye-movements.

2. WHAT THE PRINCESS DID (pp. 56–58, section 7)

Word study. 1. Sight words: [1]***prec'ious,*** [2]***honor*** (silent *h*), [3]***court*** (four).

2. Phonetic words: [1]*splen'did,* [1]*brace'lets,* [1]*re-ceive',* [2]*slept,* [2]*ris'en,* [2]*pres'ence,* [2]*ac-count',* [2]*roy'al,* [3]*nay,* [8]*glor'ies,* [3]*re-fuse',* [3]*re-quest',* [3]*guest,* [4]*sport,* [5]*re-turn',* [6]*per'fect-ly,* [6]*trust,* [6]*re-joiced',* [6]*mar'ried.*

3. Variants: [1]robes, [1]fin*est,* [2]thank*ed,* [4]hunt*ed,* [5]great*ly,* [5]rid*den.*

4. Compound: [1]*a rose.*

5. Teach: (*a*) silent *u* from *guard.* Sound *guest, dis-guise'.*

(*b*) Teach the prefix *re,* meaning "back," or "again." Have children prefix *re* to the following and sound. Use the words in sentences:

....fuse	....turn	....ceive	....store	....pair	....mind
....quest	....joice	....proach	....main	....mark	

(*c*) Apply the rule that final *y* changes to *i* before the endings *es* and *ly.*

cry	glor'y	mar'ry	read'y	stead'y	eas'y
cries	glor'ies	mar'ries	read'i-ly	stead'i-ly	eas'i-ly

6. Seat work: Write the correct forms for related words:

Note: Such seat work directions should be put into language the children can read.

To-day I	ride	manage	sleep
To-day she	rides	manages	sleeps
To-day you are	rid*ing*	manag*ing*	sleep*ing*
I am a	rid*er*	manag*er*	sleep*er*

Introduction. Story reviewed. — What did the Princess do?

Silent reading. Copy in mixed order on board and have children arrange topics. (See page 119.)

Section 1. The Princess dressed herself splendidly and sent for the Prince.
Section 2. The Prince told about his adventure.

Section 3. The Princess requested him to remain at her court.
Section 4. They did many things for pleasure.
Section 5. The Prince decided he must return.
Section 6. He suggested that she ride with him and get married at his home.

Oral reading. After the children have told all that they remember from a section have it read aloud to verify or find overlooked ideas.

2. WHAT THE PRINCESS DID (continued; p. 58, section 7, to 59)

Word study. 1. Phonetic words: [7]*loath,* [7]*cap'i-tal,* [8]*be-long'ing,* [8]*ser'vants,* [8]*ov'er-joyed',* [9]*dwelt,* [9]*per-mit'ted,* [9]*pow'er-ful,* [10]*con-sent',* [10]*fetch,* [11]*be-gone'.*

2. Variants: [8]Hindu's, [9]end*ed*, [9]tell*ing*, [9]marr*y*, [11]return*ed*.

3. Review or develop words beginning with *be*, *con*, and *per:*

be-long'	con-sent'	per'fect
be-gone'	con-fuse'	per-mit'
be-fall'	con-tin'ue	per-mis'sion
be-sought'	con'tact	per-mit'ted

4. Seat work: (*a*) Find words that end in *ed* on pages 58–59 and designate the sound (*ed*, *d*, or *t*):

ed	*d*		*t*
[7]enchanted	[6]married	[8]happened	[7]placed
[9]ended	[7]turned	[9]begged	[7]reached
[9]permitted	[8]overjoyed	[11]returned	[8]stopped
	[8]gazed		[8]wished

Introduction. Story reviewed. — Did their plans work out?

Silent reading. (*a*) Find chief ideas of each section. (*b*) Find time and place ideas (*when* and *where*).

Oral reading. Read aloud for *who*, *when*, *where*, *how*, or *what* questions or details.

3. WHAT THE HINDU DID (pp. 60–64, section 12)

Word study. 1. Sight words: [1]***cap'tain,*** [9]***ma-gi'cian*** (*c*, as *sh*).

2. Phonetic words: [2]*rage,* [2]*mocked,* [3]*be-sought',* [3]*par'don,* [4]*waste,* [4]*vain,* [4]*re-proach'es,* [4]*ob-tain',* [4]*pil'grim,* [5]*dis-guise',* [6]*vale,* [6]*Cash'mere,* [6]*luck,* [6]*Sul'tan,* [10]*re-store',* [10]*trum'pets,* [10]*no'tice,* [11]*de-spair',* [11]*crā'zy.*

3. Variants: [1]mount*ed*, [1]read*ily*, [1]believ*ed*, [2]arrow, [5]bid, [5]jewels, [10]believ*ing*, beautiful*ly*, [10]sound*ing*, [10]drums, enter*ed*, faint*ed*, pow*er*, manner.

4. Review words beginning with *re*, *be*, *dis*, and *de*. Use in sentences. Have children sound:

re		*be*	*dis*		*de*
re-ceive′	re-joice′	be-long′	dis-ap-pear′	dis-guise′	de-spair′
re-fuse′	re-proach′	be-long′ing	dis-ap-point′	dis-pel′	de-scribe′
re-quest′	re-store′	be-fall′en	dis′tant	dis-ease′	
re-turn′	re-main′		dis′tance		

5. Seat work: (*a*) Copy the words in (4) with dashes for the prefixes and have the children write them with the prefixes *re*, *be*, *dis*, and *de* to form words they know.

(*b*) Puzzle game. Third Reader, back lining, words 1–15. Write them in pairs.

Introduction. Story retold. — What might the Hindu do to mix things up badly?

Silent reading. *Thought questions.* 1. What two bad things did the Hindu do? . . . 2. Show that the Prince was just and practical? . . . [forgave captain, took jewels as money] . . .

3. Did the Sultan really believe the Princess? . . . 4. How did the Princess show her quick wit? . . .

Organization questions. 5. Divide the story into four main parts:

(*a*) The Hindu's mean trick, sections 1–2.
(*b*) The Prince's plans, sections 3–5.
(*c*) The Hindu's plan, sections 6–9.
(*d*) The Sultan's plan, sections 10–11.

Oral reading. Competitive; two children for each of the above divisions. The class criticize and choose the one who reads the better.

3. WHAT THE HINDU DID (continued; pp. 64, section 12, to 67)

Word study. 1. Sight word: [18]***health.***

2. Phonetic words: [12]*doc′tors*, [12]*cure*, [12]*af-fair′*, [12]*fate*, [13]*be-fall′en*, [13]*wed*, [19]*re-mains′*, [19]*com-plete′*, [19]*charm*, [19]*in′cense*, [19]*dis-pel′*, [19]*rem′nant*, [19]*dis-ease′*, [19]*rai′ment.*

3. Variants: [14]lose*s*, [18]visite*d*, [20]order*s*, [21]cleare*d.*

4. Review prefixes: *be* (befallen), *re* (remains), *dis* (dispel, disease).

5. See pages 183 to 187 for review of phonetics.

Introduction. Story reviewed. — How do you think she escaped?

Silent reading. *To find out.* Read to play later.

Oral reading. To play story.

Dramatization. Act various scenes of the entire story.

Re-reading. Practice for Story Party or to see how to play the story.

Test of thought elements. Diagnostic Test No. 54, page 321.

THINGS TO DO THIS WINTER (pp. 68–70)

Study Drill III

Word study. 1. Sight words: [1]*neigh'bor-hood,* [4]*junco* (a bird).

2. Phonetic words, which children can sound in books from phonetic knowledge: [1]*list,* [2]*stud'y,* [2]*scarce,* [2]*medley,* [2]*flitting,* [2]*tempted,* [3]*wheth'er,* [3]*flight,* [3]*flirt* (a quick movement), [3]*hab'it,* [3]*mem'ory,* [4]*a-ble,* [4]*screech,* [4]*jay,* [4]*goldfinch,* [4]*English* (England), [4]*nut'hatch* (bird), [4]*quail,* [5]*lack,* [5]*sup-ply',* [5]*su'et,* [5]*chick'a-dees,* [5]*lawn.*

Phonetic words of several syllables to be copied on the board, discussed in context, and used for drill work in syllabication. Do not divide words on the board. Merely underline syllables.

[1]neg-lect'ing	(not giving care to)
[1]rar'er	(not often found)
[1]bunt'ing	(a bird)
[2]con-fused'	(mixed up)
[2]mul'ti-tude	(very many in number)
[2]op'er-a glass'es	(glasses that enlarge)
[3]pe-cul'iar	(odd-looking)
[3]i-den'ti-fy	(tell what something is)
[3]ac'cu-rate-ly	(correctly, right)
[5]pro-vide'	(furnish, give)
de-scribes'	(makes word picture of)

3. Variants of known words: [1]careful, [1]visit, [1]parks, [1]visitors, [2]songs, [2]glasses, [3]bar, [3]spots, [3]breast, [3]chirp, [4]flicker, [4]creeper (bird), [4]downy, [5]starves, [5]jays, [5]supplied, [5]juncos, [5]netted, [5]cracked, [5]nuthatches.

4. Compounds: [1]*upland,* [1]*crossbills* (birds), [4]*golden-crowned,* [4]*kinglet* (bird), [4]*partridge* (bird).

Procedures. *Study Drill III.* See schedule of lessons, p. 168.

Full Period Procedures

Drill III–a. Rapid scanning to find main ideas.

Section 1. Keep a list of birds and hunt them outdoors.
Section 2. Good time to study birds when they are scarce.
Section 3. Learn three things to identify a bird.
Section 4. List of winter birds.
Section 5. How to care for birds in winter.

Drill III–b. Find thought elements in paragraphs.

Section 1. *What* [keep list of birds]; *where find* [woods, meadow, upland, parks]; *why* [sight of rare birds]; *what kind* [snowy owl, buntings, crossbills].

Section 2. *What* [begin study of birds now]; *why* [scarcity, good]; *illustrate* [June, too many birds, confusing]; *how* [field or opera glasses, bird book, outdoor observation].

Section 3. *What* [observe first bird — size, color, spots, chirp, flight]; *why* [identify him in book].

Section 4. *What* [winter birds]; *details* [names of birds]; *when* [during winter].

Section 5. *Who* [you]; *what* [take care of birds]; *when* [in winter]; *where* [in your neighborhood]; *how* [suet, crumbs, seeds, nuts, corn]; *for whom* [mention birds, etc.].

Drill III-c. Puzzle Pictures. Re-read silently to find words for each tiny picture.

A. "good bird book" [2]
B. "blue jay" [4, 5]
C. "field or opera glasses" [2]
D. "the snowy owl" [1]
E. "nuts for the squirrels" [5]
F. "quail, partridge" [4]
G. "robin" [4]
H. "a piece of suet to a tree" [5]
I. "downy woodpecker" [4] (black and white)
J. "crow" [4]
K. "screech owl" [4]
L. "flicker" [4]
M. "a netted bag of cracked nuts" [5]
N. "bush near the house . . . for the chickadees" [5]
O. "goldfinch" [4]
P. "a place on the lawn cleared of snow" [5]

Drill III–d. Copy the words of several syllables (Word Study, 2) on the board. Re-read each paragraph aloud to bring out the meanings.

Five-minute Drills

Drill III–e. See page 142. Five placards: Our neighborhood, Winter Study, What to See, List of Winter birds, Care of birds.

Drill III–f. See page 142.

Drill III–g. See page 142.

Drill III–h. See page 142.

Seat work: (*a*) Puzzle word game. Third Reader, back lining, words from 1–15.

(*b*) Make a list of names of birds on pages 68–70.

(*c*) Draw, crayon, or paint pictures of the different birds.

(*d*) Make a comparison of this article with that on pages 22–24: (p. 140)

	Pp. 22–24	Pp. 68–70
Who	you	you
When	this fall all kinds of weather morning, noon, evening	this winter
Where	fields, woods	wood, meadow, upland, park, city trees
How	often; expectantly; using your own eyes, ears, thoughts; silent; patient	field or opera glasses, bird book
What	observe country to find signs of animal life	to learn to know birds

A SONG OF CHRISTMAS TREES (p. 71)

Word study. 1. Phonetic words: [1]*la'den*, [1]*gleam*, [2]*fruits*, [2]*ta'pers*, [2]*greet*.

2. Variants: [1]feather*y*, [2]mile*s*.

3. Compounds: [1]*hemlock*, [1]*moonlit*, [2]*many-colored*, [2]*ashine*, [2]*apart*, [2]*to-night*.

4. Seat work: Make list of rhyming words.

Introduction. What does a Christmas tree look like outdoors? . . . Indoors? . . . Review "Sing a Song of Sixpence" and propose planning a "Song of Christmas Trees." Work out the *before* and *after* scenes with the trees; outdoors and indoors.

Then read, to compare poem with the class's efforts.

Thought questions: 1. Why are maple and oak trees not mentioned? . . . Why these? . . . 2. What makes the snow look *feathery?* . . . 3. What makes the trees *gleam* and *shine?* . . . [moonlight on white] . . . 4. Why are they *still?* . . . [moon out, wind died down].

5. What is meant by *many-colored fruits?* . . . [ornaments, gifts] . . . 6. Find the opposite of *close together.* . . . [*standing miles apart*].

Learn the poem. See page 138.

WHO, WHEN, WHAT, WHERE (pp. 72–73)

Word study. 1. Phonetic words: *sen'tence, air'plane, Hor'ner, Muf'fet, tuf'fet, Hub'bard, church, cir'cus, wal'nuts* (call).

2. Variants: pi*n*, march*ing*, elephant*s*, twenty, Nancy's, gather*ed*.

3. Pantomime game. Third Reader, back lining, words from 1–20.

4. Seat work, pages 72–73: (*a*) Copy the *where* parts numbered.

(*b*) Copy the *when* parts.

(*c*) Copy the *who* parts.

(*d*) Copy the *what* parts.

Procedures. *Drill IV.* See page 100 for Procedures *a–j*.

Full Period Procedures

Drill IV–k. Teacher calls numbers in order; children find the *where* part.

Drill IV–l. Procedure *k*, in mixed order.

For *Drills IV–a, b*, see page 100.

Five-minute Daily Drill Periods

For drills *c, d, e, f, h, i* and *j*, mentioned in the schedule of basal lessons on page 168, see Procedures on page 100.

Drill IV–m. Teacher calls numbers in order; child reads aloud, emphasizing the *where* part.

Drill IV–n. Procedure *m*, in mixed order.

Drill IV–o. Teacher announces number and *who, when, what,* or *where;* children find the element designated.

THE MAGICAL WHISTLES

1. THE WHISTLE-OO TREE (pp. 75–78)

Word study. 1. Sight words: [5]***jour'neyed,*** [28]***war'bling.***

2. Phonetic words: [1]*true* (*e* not sounded), [1]*worn*, [4]*whiskers*, [5]*weary*, [10]*pocket*, [27]*course* (four), [27]*notched*, [27]*minute.*

3. Variants: Magic*al*, Whistle*s*, Whistle-*oo*, [1]patch*ed*, [7]rest*ed*, [14]there's, [17]uproot*ed*, [19]cross*ly*, [23]grown, [23]scarce*ly*, [25]blow*ing*, [27]out*er*, [28]whistle*d*, [28]butterflie*s*, [33]woodcutter, [33]wishe*s*.

4. Compounds: [4]*strange-looking*, [5]*a-weary*, [28]*song-birds.*

5. Optional review. (See page 183.)

6. Seat work: Copy the stanza on page 76 and draw a picture of the Whistle-oo Tree under it.

Introduction. Anticipatory conversation. — How could whistles be magical?

Silent reading. *Rapid reading to find answer.*

Note: The few verbal difficulties make this story excellent material for "speeding up" the children.

Thought questions: Why did different people like Happy? — village children, the little man, Happy's mother, his father?

Find the part that the picture illustrates. [17–19]

Learn the rhyme.

Retell the story. Whom do you like better — Happy or the Big Man? . . . Why? . . .

Oral reading. Divide the story into larger sections or topics for reading aloud; as,

¶ ¶ 1– 2. Happy.
¶ ¶ 3–14. The little man and Happy.
¶ ¶ 15–16. Happy at home.
¶ ¶ 17–22. Happy and the Big Man.
¶ ¶ 23–31. Happy in the woods next day.
¶ ¶ 32–33. Happy at home again.

2. THE BIG MAN AND THE MAGICAL WHISTLE (pp. 79–83)

Word study. 1. Sight words: [6]***roughly***, [16]***Aha.***

2. Phonetic words: [3]*hied*, [6]*trunk*, [6]*tore*, [7]*fist*, [7]*spite*, [14]*richer*, [17]*stamped*, [17]*unto*, [17]*trilling*, [21]*ill*, [25]*arrived*, [25]*commotion.*

3. Variants: [1]like*s*, [5]tall*est*, [7]woodcutter'*s*, [10]Happy'*s*, [12]late*r*, [14]greate*r*, [18]village*rs*, [22]tril*l.*

4. Compounds: [10]*alike*, [21]*washerwoman*, [22]*spring-time.*

5. Optional review. (See page 183.)

6. Seat work: Find describing words in pages 79–83:

[1]magical	[5]little	[6]roughly	[14]richer	[15]soft	[21]lame	[23]kind	[24]good	[27]long
[2]Big	[5]tall	[10]alike	[14]greater	[17]trilling	[22]queer	[23]true	[25]fast	[28]magic
[2]wonderful	[5]tallest	[11]slyly	[15]hard	[21]ill	[23]merry	[23]happy	[25]far	[28]sick

Introduction. Story reviewed. Picture study. — What are they looking at on page 79? Identify one of the persons.

Silent reading. *Rapid reading* to find part illustrated by picture [sections 17–18].

Children retell. Questions: Do you like the Big Man? . . . Why not? . . . How was the Big Man like Sly Fox? . . . Would he make a good playmate? . . .

Oral reading. *Organization.* Group story into larger topics for practice reading:

¶ ¶ 1; 2–5; 6–7; 8–12; 13–16; 17–18; 19–24; 25–28.

3. WHISTLES FOR THE VILLAGERS (pp. 84–89)

Word study. 1. Sight words: [17]***or'phan,*** [19]***wor'ry-ing,*** [37]***wealth*** (health), [44]***bur'ied.***

2. Phonetic words: [18]*scowled,* [19]*both'er,* [19]*gruffly,* [26]*grum'bled,* [27]*twisted,* [28]*thrushes,* [31]*di-vi'ded,* [31]*fi'nal-ly,* [35]*seized,* [43]*cheat,* [45]*e'vil.*

3. Variants: [9]pocket*s,* [14]merri*ly,* [21]buy*s,* [22]crowd*ed,* [27]straight*ened,* [28]trill*ed,* [28]warbl*ed,* [34]shout*ed,* [35]piece*s,* [39]shout*ing,* [39]seek*ing,* [39]grand*er,* [39]neighbor*s.*

4. Compounds: [17]*somebody,* [19]*ourselves,* [24]*merry-hearted,* [44]*betook,* [44]*way-side.*

5. Optional review. (See page 183.)

6. Seat work: Arrange the variants according to endings, and find two more examples for each ending.

Introduction. Story reviewed.

Silent reading. Rapid reading for the story.

Thought questions. 1. With whom would the little man be pleased? . . . 2. With whom would he be angry? . . . 3. What did the villagers think of the Big Man? . . . 4. Who made the whistles grow in numbers? . . . 5. For what did the people wish? . . .

Oral reading. *Organization.* Read the story by larger topics, the children deciding what these are:

¶ ¶ 1–7; 8–12; 13–20; 21–23; 24–30; 31–34; 35–40; 41–45.

4. THE LITTLE ORPHAN BOY (pp. 90–94)

Word study. 1. Phonetic words: [8]*flock,* [8]*hazel,* [8]*trousers,* [8]*trooping,* [9]*spied,* [10]*thick,* [13]*janitor's,* [27]*lad,* [32]*clothe.*

2. Variants: [2]roll*ing,* [4]picked, [4]nest*ing,* [8]wav*y,* [8]aprons, [8]jumpers, [15]rich, [16]troop, [19]touched.

3. Puzzle word game. Third Reader, back lining, 1–20.

4. Optional review. (See page 183.)

5. Seat work: Draw, color, or paint a picture of the little man.

Introduction. Story reviewed. Talk about the different characters, and which the class like the best.

Silent reading. *Rapid reading* for the story.

Thought questions. 1. Who made the better wishes — the children or the villagers on page 89? . . . 2. How did the orphan boy differ from Happy? . . . 3. Tell some merry wishes that you would like to wish. . . .

Puzzle pictures. Re-read to find:

A. Section 33. "The little orphan boy ..... walked off together."
B. Section 8. "Down the road came a merry flock of little folks."
C. Section 22. "he covered his face."
D. Section 4. "then lifted it to his lips."
E. Section 11. "The orphan boy ran on with them."
F. Section 1. "as the Big Man sat by the side of the road."

Oral reading. *Organization.* Re-read, the children dividing the story into larger topics:

¶ ¶ 1–6: 7–11; 12–15; 16–26; 27-33.

PICCOLA (pp. 95–97)

Word study. 1. Sight word: [2]***parents.***

2. Phonetic words: [1]*Piccola,* [1]*sel'dom,* [1]*fa'vor,* [1]*France,* [2]*striv'ing,* [2]*pov'erty's,* [3]*gifts,* [3]*Saint,* [3]*Nich'o-las,* [4]*doubt'ed,* [5]*faith,* [7]*shiv'er-ing,* [8]*ra'p'ture.*

3. Variants: [1]grant*s,* [1]mai*d,* [3]dawn*ed,* [3]joy, [4]daw*n,* [5]glad*ness,* [6]joy*ful,* [7]Piccola's, [8]starv*ing,* [8]warm*ed,* [8]charm*ed.*

4. Compounds: [2]*Christmas-time,* [4]*befall,* [4]*Christmas-day.*

5. Optional review. (See page 183.)

6. Airplane game. Third Reader page 244, sections 1–3.

7. Seat work: (*a*) Draw what was in Piccola's shoe. (*b*) Draw Piccola's wooden shoe.

Introduction. Talk about what birds do in winter [migrate, seek sheltered places, etc.]. Imagine adventures that might befall a robin or a sparrow.

Children listen, while teacher reads aloud about adventure of a little sparrow in France.

Tell how a little bird became a Christmas present. How did it get into the house? What is Piccola doing in the picture on page 95? What is the difference in the time of day in pictures on pages 95 and 97 [night, morning]. How does the mother feel on page 95?

Oral reading. Practice reading in relay for a Story Party.

SNAP-SHOTS OF BIRDS (pp. 98–101) DRILL V

Word study. 1. Phonetic words: *snap, fluttered, flown, bath, bathe.*

2. Variants: Shots, paint, showing, flirting, begins, nestlings, coax, edge, flutter, holding, rail, trying.

3. Airplane game. Third Reader, page 244, sections 1–3.

4. Seat work: Puzzle word game. Third Reader, back lining, numbers 1–25.

Purpose. This selection is to be used first as a test of speed and comprehension of more difficult study material.

Test of study reading. Diagnostic Test No. 55. (See page 322.)

Talking about the test. Supervised study lesson.

I. What is the title? . . . Explain *snap-shots* . . . [pictures taken with kodak] . . . Therefore you will expect to read descriptions of birds.

II. What is said in the introductory (or first) part? [Pictures . . . careful reading . . . paint . . . tiny numbers].

III. Numbers. Find three different places where numbers are given: (*1*) big black numbers for the four parts of the selection; (*2*) small numbers down at the side, giving the number of words at each line; (*3*) small numbers for the sentences of each selection.

IV. Read the *Find's* after each big black number, and tell what gives an idea of the contents of that part of the selection.

Impress on children the idea that in reading something hard they should look for definite things.

1. "Parts that tell about the robin."

[2]robin, standing up straight on fence or tree
robin, bright, red breast and black cap
robin, flirting his tail and looking glad

2. "Parts that tell about the baby birds."

[1]hungry
[2]opens mouth for food when parents come
[4]hungry nestlings keep parents busy
[5]a baby robin needs more worms a day than you can hold in your hand

3. "How one little bird learned to fly" (1–2 introductory).

[3]one little bird afraid to fly, alone in nest
[4]stood on edge of nest and called but would not fly
[5]father bird came to see him now and then
[6]father bird brought a large fly to nest
[7]young bird hungry, opened mouth, fluttered wings
[8]young bird could hardly wait
[9]father bird did not feed him
[10]father bird flew to next tree, calling to bird
[11]young bird wanted food
[12]young bird sprang after it, and flew

Question: Which numbers above tell how father bird taught the baby bird? . . . [21] (6–12).

4. "How another bird was taught to take a bath."

[1]mother robin wanted to teach baby bird to bathe
[2]mother took him to dish of water
[3]baby bird stood on edge and watched mother go in
[4]baby fluttered and wanted to, but was afraid
[5]Mother flew away
[6]Mother returned with worm
[7]Baby bird wanted worm
[8]Mother jumped into water and held worm
[9]Baby bird jumped in after her
[10]Mother bird fed him and began to splash
[11]Baby bird liked it

In studying a lesson you must get *all* the ideas; in right order.

Five-minute reference drills. Drill V.

a. How many numbered sentences are there in the first selection? . . . [2] . . . In the second? . . . [5] . . . In the third? . . . [12] . . . In the fourth? . . . [11].

b. Who is the author? . . . On what page is the author's name found? . . . Turn to the table of contents and find the name. What page number is given there? Why is it different?

c. In reading, what were you to think of for the 1st selection? . . . the 2d? . . . the 3d? . . . the 4th? . . .

d. Which is the longest selection? . . . [3–4 same length] . . . the shortest? . . . [1].

Test of thought elements. Diagnostic Test No. 56, page 323.

A CHRISTMAS (OR EASTER) PROGRAM

A POEM IN RELAY. "A Song of Christmas Trees," p. 71 .... 2 children
A READING IN RELAY. "Things to do this Winter," p. 68 ... 5 children
A PLAY. "The Enchanted Horse," p. 48 ..... The class

Act I.	New Year's feast day (pp. 48–52) At the Emperor's Court in Persia
Act II.	That night (pp. 54–55) At the palace of Bengal
Act III.	Two months later (pp. 58–59) At the Emperor's Court in Persia
Act IV.	Same time (pp. 61–62) At the country house
Act V.	The next day (pp. 62–64) In the Vale of Cashmere
Act VI.	Many days later (pp. 64–66) In the Sultan's palace In the court of the Sultan's city

A READING IN RELAY (alternative with play). "The Magical Whistles," p. 75..... The class
A POEM IN RELAY. "Piccola," p. 95..... 9 children
STORY-TELLING. About birds, pp. 98–101..... 4 children
EXHIBITION. Five best test papers of each test.

OPTIONAL: SUMMARY AND REVIEW OF PHONETICS OF GROUP III

Note: Lists referred to in Seat Work Problems should be copied on the board by the teacher. The teacher should select parts of most value to class.

I. Phonograms used in Group III vocabulary:

AY
N*ay*
j*ay*

AR
*ar*tfully
b*ar*gain
p*ar*don
ch*ar*m

AW
l*aw*n

AND
h*and*some
comm*and*

Y
identif*y*

ALL, AL
bef*all*en
w*al*nuts

EE
sl*ee*ve
kn*ee*l
scr*ee*ch
chickad*ee*s
gr*ee*t

IR
fl*ir*t
c*ir*cus

IGHT
fl*ight*

ER
P*er*sia
Emp*er*or
p*er*fectly
s*er*vant
p*er*mitted
pow*er*ful
op*er*a
trous*er*s
pov*er*ty
shiv*er*ing
flut*ter*ed

OW (cow)
pow*er*ful
sc*ow*led

OW (know)
fl*ow*n

OR
sp*or*t
mem*or*y
H*or*ner
w*or*n
*or*phan

OO **o͝o**
tr*oo*ping
neighborh*oo*d

OU (four)
c*our*t
c*our*se

OUGHT
bes*ought*

OU
m*ou*nt
c*ou*ch
acc*ou*nt
tr*ou*sers

OI
rej*oi*ce

OY
r*oy*al
overj*oy*ed

UR
s*ur*prise
ch*ur*ch

Seat Work Problems

1. Write the key words for AY, AR, AW, AND, ALL, EE, IR, IGHT, OW (cow), OW (know), OR, $\overline{OO}$, $\breve{OO}$, OU (four), OUGHT, OU, OI, OY, UR, Y.
2. Write another word for each phonogram.

II. Short vowel combinations in jingles. (See page 3.)

Fun jingle	*Pup jingle*	*Nut jingle*	*Mud jingle*	*Bus jingle*	*Duck jingle*
enchanted	slept	wretch	midst	costly	speck
prince	capital	wits	saddle	prison	mocked
Hindu	captain	twitch	splendid	risen	luck
manage	opera	bracelets	wed	presence	lack
senses	supply	permit	study	dispel	chickadees
inner	rapture	fetch	medley	whiskers	pocket
gently	snap	trumpet	lad	twisted	flock
princess		flitted			thick
splendid	*Drum jingle*	habit	*Bug jingle*	*Muff jingle*	
presence	Emperor	nuthatch	peg	offered	*Bell jingle*
consent	dim	suet	juggler	officers	angry
Sultan (ăn)	kingdom	walnuts	neglecting	affairs	fling
incense	command	pocket		Muffet	kingdom
identify	pilgrim	notched	*Cub jingle*	tuffet	Bengal
goldfinch	trumpets	fluttered	obtain	gruffly	buntings
sentence	remnant		habit	gifts	warbling
minute	tempted	*Dust jingle*	Hubbard		
unto	memory	request		*Trunk jingle*	*Fuss jingle*
janitor	stamped	guest	*Rush jingle*	trunk	Princess
France	grumbled	trust	Cashmere		
		list	English		
		fist	thrushes		

Seat Work Problems

3. The teacher will copy on the board the most troublesome words for each jingle. The children will sort the words, arranging them under jingles, and underlining the syllable.

III. Other short vowels:

Short *a*	Short *e*	Short *i*		Short *o*	Short *u*
marry	perfect	multitude	janitor	fond	circus
accurate	neglect	identify	Piccola	bother	
	whether	richer	Nicholas	poverty	
		divide	shiver		

al, el, il, ol, ul

knelt	palace	dwelt	pilgrim	dispel	trilling	finally	seldom
cell	royal		Sultan	multitude	ill		

ant, ent, int, ont, unt

bunting	enchant	consent	raiment	parent

Seat Work Problem

4. Select words for all the letters of the alphabet they can find. Which letters have no words?

IV. Other long vowels:

Long *a*	Long *e*	Long *i*	Long *o*	Long *u*
cr*a*zy	*e*vil	br*i*dle	n*o*tice	creat*u*re
*a*ble	*i*dentify	*i*dentify	commot*i*on	pec*u*liar
l*a*den	f*i*nally	f*i*nally	Pic*co*la	acc*u*rate
t*a*pers			gl*o*ries	s*u*et
f*a*vor				

Seat Work Problems

5. Same as 4.

V. Endings:

Final *y*	Final *ing*	*ly*	*ed*	*er*
cra*zy*	lead*ing*	cost*ly*	enchant*ed*	juggl*er*
stud*y*	kneel*ing*	artfull*y*	gaz*ed*	offic*er*
memor*y*	belong*ing*	gentl*y*	offer*ed*	inn*er*
poverty	neglect*ing*	perfectl*y*	twitch*ed*	rar*er*
	trill*ing*	accuratel*y*	marri*ed*	whether
es	worry*ing*	supp*ly*	permitt*ed*	tap*er*
sens*es*	troop*ing*	gruffl*y*	confus*ed*	rich*er*
glor*ies*	striv*ing*	finall*y*	flitt*ed*	both*er*
thrush*es*	shiver*ing*		tempt*ed*	
reproach*es*		***ful***	journey*ed*	***or***
	tion	power*ful*	notch*ed*	emper*or*
iar	mo*tion* (G II)		stamp*ed*	doct*or*
famili*ar* (G II[1])	expecta*tion* (G II)	***le***	scowl*ed*	neighb*or*
pecul*iar*	commo*tion*	brid*le*	grumbl*ed*	visit*or*
		saddl*e*	twist*ed*	janit*or*
ious	***ian***	a*ble*	divid*ed*	fav*or*
supercil*ious*	magic*ian*		seiz*ed*	
prec*ious*		***en***	buri*ed*	
		befall*en*	flutter*ed*	
		lad*en*		

Final *s* and *es*

wit*s*	sword*s*	servant*s*	remain*s*	fruit*s*
sens*es*	maid*s*	reproach*es*	glass*es*	taper*s*
officer*s*	bracelet*s*	trumpet*s*	chickadee*s*	walnut*s*
rein*s*	glori*es*	doctor*s*	describe*s*	trouser*s*
				parent*s*

Seat Work Problems

6. Find in the short list of *es* the words in which final *y* changed to *i* before ending [glories].

7. Cut off the *ly* from that group to form words. Which two do not form words by omitting *ly*? [gently, supply].

[1] Group II.

8. (*a*) Arrange the *ed* group according to sound: *ed*, *d*, *t*.
   (*b*) Find the two words that changed final *y* to *i* before *ed* [married, buried]. Underline them with a wavy line.
   (*c*) Find five words that ended in *e*, and therefore added only *d* [gaze, confuse, grumble, divide, seize].
   (*d*) Find short-vowel words with single consonant that doubled the consonant before *ed* [permit, flit].
9. The teacher will copy the *er* and *or* lists on the board mixed up. Children will sort them, underlining *er* and *or*. They will underline with a wavy line the short vowel syllable with a single consonant that doubled it before the ending [inner].
10. Children will write the *ing* words without *ing*. Which word needs a letter added because it dropped final *e* before adding *ing*? [strive, striving].
11. Show the children that *i* sounds like *y* when combined with an ending.

    famil*iar* (yar) magic*ian* (yan)
    pecul*iar* (yar) supercil*ious* (yous)

12. Show children that the ending *tion* has the sound *shun*.

    mo*tion* expecta*tion* commo*tion*

13. (*a*) Pick from the *s* list all words that are names of people or things you can see. Write *two* in front of each word.
    (*b*) Divide the *s* list into buzzing *s* and hissing *s*.
14. The teacher copies the words in final *y*, *le*, *en*, and *ful* on the board mixed up. Children arrange according to ending, underlining the ending.

VI. Prefixes:

re	*pro*	*dis*	*be*	*over*	*per*	*con, com*	*de*
*re*ceive	*re*joice	*pro*pose	*dis*guise	*be*long	*over*joyed	*per*mit	*con*sent	*de*spair
*re*fuse	*re*proach	*pro*vide	*dis*pel	*be*sought			*con*fuse	*de*scribe
*re*quest	*re*store		*dis*ease	*be*fall			*com*plete	
*re*turn	*re*main						*com*mand	
							*com*motion	

Seat Work Problems

15. The teacher writes the following on the board, and the children form known words by prefixing *pro*, *dis*, *be*, *over*, *per*, *con*; *com*, *de*. Several assignments.

....pose	....guise	....turn	....mit	....proach
....ceive	....sought	....spair	....fuse	....mand
....long	....fuse	....fall	....scribe	....quest
....pel	....vide	....store	....joice	....ease
....sent	....motion	....joyed	....motion	....plete

VII. Rules: (*a*) " Little Lazy *e* "

throne	propose	rage	cure	confuse	arrive
bore	manage	waste	fate	multitude	clothe
live	Sire	vale	complete	airplane	strive
gaze	bracelet	Cashmere	rare	tore	rapture
mere	refuse	restore	scarce	spite	bathe

(*b*) " **Bossy Letter** "

feast	receive	despair	gleam	seize
leading	loath	affair	fruit	cheat
aid	vain	remain	airplane	spied
maids	reproach	raiment	weary	Saint
creature	obtain	quail	hied	faith

(*c*) " *c* before ***e, i,*** or *y* "

prince	princess	magician	scarce	France
palace	presence	incense	sentence	bracelet

(*d*) " *g* before ***e, i,*** or *y* "

*g*ently ma*g*ician

(*e*) "Final *y* changes to ***i*** before endings ***ed*** or ***es***"

married (marry) buried (bury) glories (glory)

(*f*) Final consonant in a short vowel syllable is doubled before endings ***es*** and ***ed***

inner permitted flitted

(*g*) Final ***e*** is dropped before endings ***ing, ed, er***

striv*ing* (strive)	gaz*ed* (gaze)	grumbl*ed* (grumble)
rar*er* (rare)	confus*ed* (confuse)	divid*ed* (divide)

(*h*) "***e*** at the end of a final syllable is often silent"

bad*e*	palac*e*	notic*e*	tru*e*	minut*e*

Seat Work Problems

16. The children will sort words for "Lazy *e*" and "Bossy Letter" rules (*a*, *b*) and underline the vowels that say their names.
17. Children will sort words of (*c*) and (*d*), mixed on board, and underline.
18. Teacher will copy the original words (given in parentheses) for (*e*) and (*g*), and children will add *ed* and *es*.

VIII. Silent letters:

k	***w***	***u***	***b***	***h***
knelt	***w***ords	g***u***ard	do***b***t	***h***onor
kneeling		g***u***est	do***b***ted	
		disg***u***ise		

IX. New sounds:

(*a*) **a** as in **ask** (ȧ)

opera chickadees **bath**

(*b*) **ph** = ***f:*** or***ph***an

Important Note

The material in these phonetic summaries is furnished, first of all, to give the teacher a bird's-eye view of the new phonetic words and their relation to the children's phonetic knowledge. A teacher is not expected to use all of the Seat Work Problems. She should select what is suitable for the class or for small groups of advanced children. She should not waste class time on the more difficult problems.

CORRELATION WITH OTHER SUBJECTS

Picture study. *Perry pictures.* Horses, 538; screech owl, 9041, 2 cts.; snowy owl, 9057, 2 cts.; crow, 9026, 2 cts.; robin, 9016, 2 cts.; flicker, 9027, 2 cts.; blue jay, 9011, 2 cts.; goldfinch, 9092, 2 cts.; tree sparrow, 9435, 2 cts.; English sparrow, 9112, 2 cts.; song sparrow, 9083, 2 cts.; junco, 9099, 2 cts.; kinglet, 9457, 2 cts.; nuthatch, 9090, 2 cts.; brown creeper, 9163, 2 cts.; downy woodpecker, 9164, 2 cts.; quail, 9124, 2 cts.; chickadee, 9045, 2 cts.; squirrel, 903.

Puzzle Pictures in Third Reader.

Conversation. Magic of the outdoors (frost, snow-flakes, ice, stars, cobwebs, etc.). How kindness can work magic.

Dramatization. "The Magical Whistles." Scenes from "The Enchanted Horse."

Language. Related words, page 171.

Health lesson. The magic of the broom and brush. Cleanliness: homes, classroom, schoolyard, streets, shoes, clothes. Disposal of waste paper, fruit skins, etc.

Nature study. Birds. Kinds in your locality. Food, and care of birds. Descriptions of individual birds.

Geography. Seasonal changes (winter). Arabian Nights — hot desert-lands.

History. Our national holidays.

Penmanship. Word Book — prefixes.

Incidental numbers. Quick reference.

Music. (*a*) "Evening": *Columbia record* A3145.

(*b*) "Bird Calls": *Columbia record* A3139.

(*c*) "Little Christmas Shoes": *Victor record* 17869.

(*d*) "The Whistle": *Columbia record* A3133.

Games. Compounds, p. 170; Pantomime game, p. 170; Final *ed*, p. 172; Puzzle game, p. 173; Rhyming game, p. 176; Who, when, what, where, p. 177; Descriptive words, p. 178; Airplane game, p. 180.

Handwork. Pictures of Enchanted Horse, Hindu, and Emperor; of birds; of little man; of wooden shoe.

Collections. Pictures of birds.

SONG GAMES, POEMS, AND STORY-TELLING

Song games. (*a*) "Jack Frost." Gaynor's *Songs of Child's World*, 1, p. 68.

(*b*) "Bobby Redbreast." Bentley's *Play Songs*, p. 53.

(*c*) "Thanksgiving Song." Riley and Gaynor's *Songs of Child's World*, 1, p. 67.

(*d*) "Old English Carol." Rust and Jenks' *Song Echoes*, p. 69.

Poems. (*a*) "Dear Old November." Alice Cary. (See page 344.)

(*b*) "Five Little White Heads." Bryant's *How to Tell Stories*, p. 128.

(*c*) "A Morning Thanksgiving." (Garland.) Poulsson's *In the Child's World*, p. 97.

(*d*) "Santa Claus and the Mouse." Poulsson's *In the Child's World*, p. 122.

Story-telling. (*a*) "A True Story About a Girl." (Louisa Alcott.) Bryant's *Stories to Tell*, p. 82.

(*b*) "How the Camel got his Hump." Kipling's *Stories and Poems*, Book 1, p. 64. (R.L.S. 257.)

(*c*) "The First Christmas Tree." (Field.) Klingensmith's *Household Tales*, p. 74.

(*d*) "Prometheus." Cooke's *Nature Myths*, p. 24; Peabody's *Old Greek Folk Stories*, p. 8.

SUPPLEMENTARY OR PRACTICE READING

I. STORIES IN OTHER READERS

(*a*) **Magic Stories.**

The Magic Girdle. Story Hour, Third, p. 224.
The Magic Horn. Natural Method, Third, p. 213.
Hans and the Four Great Giants. Elson Third, p. 248.
The Magic Scythe. Easy Road to Reading, Third, p. 163.

(*b*) **Christmas stories.**

The Golden Cobwebs. Studies in Reading, Third, p. 128.
The Christmas Tree. Howe Third, p. 82.
Santa Claus's Partner. (T. N. Page.) Howe Third, p. 94.
The Cratchits' Christmas Dinner. (Dickens.) Easy Road to Reading, Third, p. 221.

(*c*) **Aladdin,** from Arabian Nights.
Free and Treadwell Third, p. 22.
Story Hour, Third, p. 174.
Merrill Third, p. 119.

(*d*) **The Pied Piper.**

Progressive Road, Second, p. 149. (Prose.)
Children's Method, 2nd year, 1st half, p. 128.
New American Readers, Book 2, p. 155.
Progressive Road, Second, p. 149.

(*e*) **The Stone in the Road.**

Winston Second, p. 61.
Child's World, Second, p. 147.
Merrill Third, p. 70.

(*f*) **The Golden Touch.** (Greek.)

Beacon Second, p. 82.
Natural Method, Second, p. 31.
Children's Method, 2nd year, 1st half, p. 113.
Klingensmith's Household Stories, p. 110.

II. POEMS IN OTHER READERS

(*a*) **The Night Before Christmas,** by Clement Moore.

ldine, Book 1, p. 86.
Baker and Thorndike Third, p. 140.
Haliburton First, p. 113.
Heart of Oak, Book 3, p. 159.
Holton-Curry Second, p. 65.
Progressive Road, Book 3, p. 106.
ldine, Book 1, p. 86.
ree and Treadwell Third, p. 143.
owe Third, p. 89.

(*b*) **Jack Frost,** by Setoun.

Natural Method, Third, p. 58.

(*c*) **Precocious Piggy,** by Hood.

Riverside Third, p. 26.
Child's World, Second, p. 106.

(*d*) **Falling Snow.**

Beacon Second, p. 142.

(*e*) **The Bill of Fare,** by Eugene Field.

Child's World, Second, p. 74.

EXTRA WEEK OF PRACTICE READING

I. STORIES IN OTHER READERS

(*a*) **Arabian Stories.**
The Merchant's Caravan. Story Hour, Third, p. 159.
Voltaire: Zadig. Beacon Third, p. 177.
Two Children of the Desert. Haliburton Third, p. 33.
Hassan and his Horse. Haliburton Third, p. 42.
The Caliph turned Stork. Easy Road to Reading, Third, p. 151.

(*b*) **The Princess and the Pea.** (Andersen.)
Baker and Thorndike Third, p. 80.
Holton-Curry Third, p. 65.
Studies in Reading, Third, p. 66.
Howe Third, p. 32.

(*c*) **Fisherman and Wife.** (Arabian Nights.)
Progressive Road, Second, p. 80.
Children's Method Readers, 2d year, 1st half, p. 140.
Free and Treadwell First, p. 97.
New American Readers, Second, p. 65.
Parmly Second, p. 58.

(*d*) **Briar Rose.** (Grimm.)
Beacon Second, p. 126.

(*e*) **The Golden Bucket.** (A Play.)
Riverside Second, p. 65.

(*f*) **Story of Stevenson (R.L.).**
Merrill Second, p. 176.
Summers Second, p. 89.
Young and Field Third, p. 86.

II. POEMS IN OTHER READERS

(*a*) **All Things Beautiful,** by Mrs. C. F. Alexander.
Beacon Second, p. 135.
Riverside Third, p. 197.
Haliburton Third, p. 61.

(*b*) **Kriss Kringle,** by Aldrich. (First Grade Manual, p. 441.)
Natural Method, Third, p. 106.
Horace Mann Third, p. 101.

(*c*) **Why Do Bells for Christmas Ring?** by Eugene Field.
Howe Third, p. 100.

(*d*) **Santa Claus.**
Child's World, Second, p. 93.

(*e*) **The Mountain and the Squirrel,** by Emerson. (See page 352.)
Free and Treadwell Third, p. 199.
Winston Third, p. 127.

III. SILENT READING DRILL WORK

Stone's *Silent Reader.* Book II.

GROUP IV

(People of Other Lands, pp. 102–138)

Theme. The variety found in people throughout the world. Japan and Holland, interesting pictures. The Northland and the jungle; the Eskimo village and the homes of the desert. The fascination of other lands. Interest in geographical reading and travel.

Pictures. Japanese art (screens, lanterns, pottery, tiny plants, pp. 102, 104), their miniature gardens. Peasant interior (p. 116). Dutch scenes and costumes (pp. 122–128), drawn by the noted artist Lucy Fitch Perkins.

Specific objectives.

1. To broaden the child's viewpoint of the world by reading about other lands and people — to lead him into geographical and travel reading.
2. To concentrate on careful and fast silent reading in class to prepare for the half-year test in speed and comprehension.
3. To arouse and maintain interest in a long poem.
4. To check up each child's faults in both silent and oral reading, and set him deliberately to work to eradicate them before the half-year tests.
5. To distinguish thought elements more quickly, — addition of *how.*
6. To train children to answer questions properly in study reading.

Vocabulary. 7 sight words; 114 phonetic words; 83 variants; 19 compounds. See page xxxvii.

Materials. 1. Diagnostic Tests Nos. 57–60 *a* and *b*.[1]

No. 57. A Study Test, page 324.
No. 58. Verbal Appreciation, page 325.
No. 59. Thought Elements, p. 326
No. 60 *a* and *b*. Rate and Comprehension, page 327.

2. Phrases and sentences for perception drills:

wonderful dwarf trees; baking on the hearth; a tiny scrap of dough; drew the curtains; address an envelope; making war.

Supplying different words at blanks:

The Japanese have ..... (lanterns, screens, umbrellas, dwarf trees, pagodas).

It was ..... (square, winding, zig-zag, dwarf, rusty, china-stuff, a gentleman, lonesome, a lesson, a wafer, scanty, human, scarlet, coal, embroidered, coffee, Paul, written, insects, snakes, war, lawless, clay, plastered, bitter).

It had a ..... (ceiling, knob, gown, harness, cottage, shelf, form, curtain, mail box, sled, rope).

[1] Furnished by the publishers in inexpensive form.

They ..... (sloped, floated, kneaded, spoke, drove, bounced, struck, slid, clattered, sank).
There were ..... (lanterns, pine needles, questions, nibbles, sledges, cubs, preaching, provoked, pipes, Dutch, twins, tiles, plates, shelves, snails, directions, savages, fifteen).
It made a ..... (lantern, difference, sale, howl, mound).

Bird's-eye view of Group IV. The following chart gives the purpose to be served by the various selections of the group:

	Selection	*Theme*	*Purpose*	*Sight words*
Story interest	**The Japanese Shop,** p. 102	Interesting things a child saw in a Japanese shop.	To lead child into enjoying descriptions of foreign customs.	
	1st story, p. 103	What Rose saw in wandering around the shop.	To bring out the variety of color and interesting things.	
	2d story, p. 105	The tiny Japanese garden.	To train children to visualize strange settings.	dwarf.
	3d story, p. 108	What live in the garden.	To visualize the tiny characters.	questions.
	4th story, p. 111	The garden "came to life," at night in Rose's memory.	To project one's self back in memory and enjoy.	
	A Legend of the Northland, p. 115 Poem: *Appreciation*	Legend that an old woman on account of her selfishness was changed into a bird.	To make the children despise selfish thinking only of self.	hearth, dough.
	Who, Where, What, How, p. 120 Drill: *Thought elements*	Thought elements (*how*, newly added).	To teach children to group words according to thought.	
Story interest	**The Dutch Twins,** p. 122	A humorous adventure of Dutch children.	To make the children like descriptions of life in other lands.	
	1st part, p. 122	Getting ready for the adventure.	To visualize setting.	curtains, Jan's.
	2d part, p. 127	The funny run-away.	To bring out the action.	
	Following Directions, p. 132 Drill: *Things in order*	How to address and send a letter.	To make children accurate in answering questions.	
	Snap Shots Around the World, p. 134 Drill: *Study reading*	Homes in jungle, Eskimo village, and desert.	To visualize the variety. To train in accuracy and fullness of detail.	war.
	Cheeko, p. 136 Test: *Silent reading*	How Cheeko rescued Nogak.	Test of rate and comprehension.	

Schedule of basal lessons. The lesssons for Group IV are as follows:

61. Story 1, "The Japanese Shop," pp. 102–104. *Drill III–e*, p. 175.
62. Story 2, "The Toy Garden," pp. 105–107. *Drill III–f*, p. 175.
63. Story 3, "What lived in the garden," pp. 108–110. *Drill III–g*, p. 175.
64. Story 4, "The Secret," pp. 111–114. *Drill III–h*, p. 175.
65. Re-reading stories, "The Japanese Shop," pp. 102–114. *A study test* (Diagnostic Test No. 57), p. 324.
66. Poem, "A Legend of the Northland," pp. 115–119. *Review of poems.*
67. Re-reading poem, pp. 115–119. *Review of poems.*
68. Silent reading drill, "Who, Where, What, How," pp. 120–121. *Drill V–p*, p. 198.
69. Silent reading drill, continued, pp. 120–121. *Drill V–a, b*, p. 182.
70. Story, "The Dutch Twins," pp. 122–126. *Drill V–c, d*, p. 182.
71. Story, "The Dutch Twins," pp. 127–131. *Drill VI–b, d*, p. 198.
72. Re-reading Story, "The Dutch Twins," pp. 122–131. *Drill VI–f, k*, p. 198.
73. Study and reference drill, "Following Directions in Everyday Things," pp. 132–133. *Drill VI–o*, p. 198.
74. Study and reference drill, continued, pp. 132–133. *Test of Verbal Appreciation* (Diagnostic Test No. 58), p. 325.
75. Study drill, "Snap Shots around the World," pp. 134–136.
76. Study drill, continued, pp. 134–136. *Thought elements.* Diagnostic Test No. 59, p. 326.
77. Silent reading test, "Cheeko," pp. 137–138. *Rate and Comprehension* (Diagnostic Test No. 60 *a* and *b*), p. 327.
78. Silent reading test, continued, pp. 137–138.
79. Entertainment: A Story Party. Motivated Review, pp. 102–138.

OPTIONAL AND SUPPLEMENTARY

I. Summary and review of phonetics. See page 203.
II. Correlation with other subjects. See page 207.
III. Supplementary reading. See page 207.
IV. Song games, poems, and story-telling. See page 207.
V. An extra week of supplementary reading. See page 209.

THE JAPANESE SHOP

1. THE SHOP (pp. 102–104)

Word study. 1. Phonetic words: *Jap'a-nese,* [1]*Thorn'ton,* [5]*lan'terns,* [5]*ceil'ing.*

2. Variants: [5]colored, [5]screens, [6]wandered, [6]hiding, [6]umbrellas.

3. Compounds: [5]*queer-shaped*, [5]*long-legged*, [7]*guest-room*.

4. Review: "Bossy Letter" (p. 205), and "*c* before *e*" rule (p. 205).

Note: Familiarize the children with *all* the words for each rule and thus prepare the way for the coming new words of the group.

5. Seat work: Problems 12 and 13. (See page 206.)

Introduction. Kinds of stores children like to go into at Christmas-time. Stores where things from other lands are seen.

Picture study: What kind of store is this? Title.

Silent reading. *To get a complete and clear picture* of the shop. Test by having the children, after first reading write all the things Rose saw [queer-shaped things, lanterns, screens, lamps, umbrellas, doll, toy garden].

Second reading for organization. Put on the board an outline as follows and have children fill in topics:

1–4. ..... [Rose and Mother go to shop].
5. ..... [shop, a wonderful place].
6. ..... [what Rose found in wandering about].
7. ..... [the toy garden].

Oral reading. Competitive; in relay — two children one after the other, reading each section and the class criticizing. Purpose: to put life into conversation and make the class see the pictures.

Something to do. (*a*) Make a Japanese screen and decorate it. (*b*) Make a Japanese doll. (*c*) Make in clay a vase like one on the counter. (*d*) Make a lantern.

2. THE TOY GARDEN (pp. 105–107)

Word study. 1. Sight word: [2]***dwarf***.

2. Phonetic words: [1]*deal*, [2]*square*, [2]*pa-go'da*, [2]*match-box*, [2]*sloped*, [2]*winding*, [2]*zig-zag*, [2]*needles*, [2]*rusty*.

3. Variants: [1]wid*er*, [1]Rose'*s*, [1]old*er*, [1]tall*er*, [2]inc*h*, [2]rock*s*, [2]tini*est*, [2]cross*ed*, [2]fall*en*.

4. Compound: [2]*everyday*.

5. Review "Little Lazy *e*" rule (p. 205); new sound of *à* (p. 206).

6. Seat work: Problem 11, page 206.

Introduction. Retell previous story and description. Anticipate what a Japanese toy garden would have in it. Draw out children's experiences.

Silent reading. *To get a complete and accurate picture* of the garden. Test by having children, after reading once, write a list of things in garden

[growing trees, plants, moss, stone wall, hill of rocks, lawn of green moss, pagoda, brook, path of sand, red bridge, baby plants, dwarf trees, pine needles].

Second reading for organization. Put on the board the following outline and have children fill in topics, or titles.

1. ..... [tiny size].
2. ..... [details].
3. ..... [who lived there?]
4. ..... [her wish].

Oral reading. See page 194.

Something to do. (*a*) Construct on the sand table a toy garden exactly like that described in the book.

Note: This would make an excellent motive for the silent reading.

(*b*) Make a pagoda.

3. WHAT LIVED IN THE GARDEN (pp. 108–110)

Word study. 1. Sight word: [10]***questions*** (chuns).

2. Phonetic words: [1]*elbow*, [3]*china-stuff*, [3]*gown*, [3]*knob*, [5]*teeny-weeny*, [5]*floated*.

3. Variants: [2]paddle*s*, [3]bow*ed*, [6]clapp*ing*, [10]polite*ly*.

4. Review Phonograms, page 203.

5. Seat work: Problem 1, page 203.

Introduction. Various kinds of gardens children have seen [zoölogical gardens, botanical gardens, etc.]. Retell description of this toy garden.

Silent reading. *To get a complete and accurate picture* of what lived in the garden. Test, after reading, by children's making list [tiny old man, white baby rabbit, teeny-weeny duck, wee-wee mouse].

Second reading for organization. Have children fill in topics for the following:

1–2. ..... [Rose's question].
3–5. ..... [The answer].
6. ..... [Rose's question].
7–9. ..... [The answer].
10. ..... [They have to go].

Oral reading. See page 194.

Something to do. (*a*) Make out of clay the little old man, rabbit, duck, and mouse.

Note: An excellent motive for reading.

4. THE SECRET (pp. 111–114)

Word study. 1. Phonetic words: [2]*long'ing-ly*, [3]*gen'tle-man*, [4]*lone'some*, [6]*dif'fer-ence*, [8]*nib'bles*, [8]*bait.*

2. Variants: [3]costs, [7]kiss, [8]scampers, [8]plain*ly*, [13]think*s*.

3. Compounds: [3]*maybe*, [7]*moonlight*, [8]*bunny-rabbit*, [8]*hippity-hop.*

4. Review short vowel combinations in jingles (p. 203).

5. Seat work: (*a*) Problem 2, page 203.

(*b*) Form compounds by joining *queer, long, every, may, moon, North, school, cover, some, side, spoon, left, right, hard,* with the following:

....shaped	....ship	....room	....looking
....hand	....leg'ged	....day	....boy
....ful	....land	....let	....light
....wise	....how	....hand	....be

Introduction. Review pictures from pages 102–111. How does that on page 107 differ from that on page 111? [That on page 111 has come to life — the clue to the secret.]

Silent reading: *To get a complete and accurate picture* of what Rose is thinking about and seeing in her mind's eye.

Second reading for organization. Make topics for:

1–4.	[They cannot buy it].
5.	[Rose tells mother about garden].
6.	[Rose tells her brother].
7–11.	[Rose describes the garden getting alive].
12–13.	[How the mother and Rose felt].

Oral reading. See page 194.

Re-reading. Either oral or silent, according to which the class needs the more.

Things to watch for

1. Distinguish between conversation and Book parts in tone of voice.
2. Take in word groups or phrases with the eye before reading them aloud.
3. Run the eye quickly back to the next line, so that there is no break in phrases that are carried over.
4. Do not move the lips in reading silently because it delays the speed.
5. Do not point to word to keep the place, for it "slows up" the reading.

For the teacher. Abbie Farwell Brown is a delightful writer of children's stories. Children should be encouraged to get from the Public Library, *Friends and Cousins, Star Jewels and ōther Wonders,* and *The Curious Book of Birds.*

A study test. Diagnostic Test No. 57. See page 324. (First day.)

Talking about the test. (Second day.)

A LEGEND OF THE NORTHLAND (pp. 115–119)

Word study. 1. Sight words: [5]***hearth***, [9]***dough*** (four).

2. Phonetic words: *leg'end*, [2]*har'ness*, [2]*sled'ges*, [2]*cubs*, [3]*les'son*, [4]*preach'ing*, [5]*cot'tage*, [8]*knead'ed*, [9]*scrap*, [9]*wa'fer*, [10]*shelf*, [11]*pro-voke'*, [12]*hu'man*, [12]*form*, [13]*scan'ty*, [15]*scar'let*, [15]*coal*, [17]*lest.*

3. Variants: [1]night*s*, [2]swif*t*, [3]tale, [5]travel*ing*, [5]cake*s*, [5]bak*ing*, [6]fast*ing*, [17]teache*s*, [15]pity'*s*.

4. Compounds: *Northland*, [16]*school-boy.*

5. Review: Other short vowels (p. 204); long vowels (p. 204); "*g* before *e*" (p. 205); and Prefix (p. 205).

6. Seat work: (*a*) Problem 3, p. 204; (*b*) Problems 4 and 5, p. 204.

Introduction. Talk about the Northland — how people dressed [skins], reindeer, etc.

Oral reading by the teacher, children listening with books closed.

Test of listening. Question the class to judge of their listening powers: 1. In what country do they tell this story? . . . [In Northland] . . . 2. Where did the story take place? . . . [cottage] . . . 3. Who are the people? . . . [St. Peter and old woman] . . . 4. What became of the old woman? . . . [turned into a bird] . . . 5. Why? . . . [selfish].

Thought questions. 6. Which stanza does the picture on page 115 illustrate? . . . 7. Why does not Phœbe Cary (the author) think this story true? . . . 8. What is the lesson? . . . 9. How was the old woman punished? . . . 10. Compare the picture on page 118 with that on page 116. 11. Does the picture on page 118 agree with the story? (Woman was turned into a bird when she flew out of the chimney, not when in the house.)

Learn the two stanzas that give the lesson. [17–18]

Oral practice reading. Reading in relay, a child for a stanza. Then select the six best and the six poorest readers and have them practice sections 1–3, 4–6, 7–10, 11–13, 14–16, 17–18, the poor reader following the good and imitating him.

Something to do. Third Reader, bottom of page 119.

WHO, WHERE, WHAT, HOW (pp. 120–121)

Word study. 1. Phonetic words: *spoke, pipes, sill.*

2. Variants: seat*s*, safe*ly*, smoke*d*, sweet*ly*, cracke*r*, helpe*d*.

3. Review Endings, page 204.

4. Seat work: Problem 6, page 204.

5. Language: Pages 120–121. Select from:

(*a*) Copy the *how* parts, numbered.
(*b*) Copy the *who* parts.
(*c*) Copy the *where* parts.
(*d*) Copy the *did what* parts.

Procedures. Drill VI.

p. Children find the *how* part in each sentence; first, in order; then mixed up, as teacher calls numbers.

Note: Draw the children's attention to the fact that many *how* words end in *ly*.

Five-minute Drills

For drills *b*, *d*, and *f*, mentioned in the Schedule of Basal Lessons on page 193, see Procedures on page 100.

Drill VI–k and *o*. See *k* and *o*, on page 177.

THE DUTCH TWINS (pp. 122–126)

Word study. 1. Sight words: [4]***curtains***, [8]***Jan's*** (Yan, sounded like yarn).

2. Phonetic words: *Dutch, twins,* [1]*Kat,* [2]*Wink'le,* [3]*tiles,* [3]*plates,* [3]*shelves,* [4]*em-broid'ered,* [4]*drew,* [5]*mer'cy,* [5]*sakes,* [5]*wag'on,* [6]*knuck'les,* [6]*whim'per,* [7]*press,* [7]*waist,* [12]*faded.*

3. Variants: [3]Winkle'*s*, [3]nice*r*, [3]wall*s*, [6]had*n't*, [6]fi*x*, [7]Kit'*s*, [12]patche*s*, [12]bad*ly*.

4. Compounds: [3]*warming-pan* (pan of coals put into bed to warm it), [3]*coverlet,* [6]*somehow,* [12]*sidewise.*

5. Review Silent Letters and Contractions, page 206.

6. Seat work: Problem 7, page 205.

Introduction. Talk about various countries children know the names of. How might the following differ? . . .

Japan	Japanese
Holland	Dutch

Compare the pictures on pages 122–126 with that on page 114.

Silent reading. Read to find parts illustrated in the pictures: the kitchen and the three persons.

Thought questions. 1. How would you make the kitchen if you painted a picture of it? . . . [red tiled floor, blue plates hanging on walls; blue plates standing on shelves; warming-pan of brass hanging on wall; bed with curtains drawn back] . . . 2. Why do not Kit and Kat look pleasant? . . . [had to wear aprons].

3. Find the parts that describe each apron . . . How do they differ? . . .

Oral reading. To bring out the pictures and the feelings of the three people.

Something to do. Draw or paint pictures of (*a*) the kitchen, (*b*) the grandmother, (*c*) Kit, and (*d*) Kat.

THE DUTCH TWINS (continued; pp. 127–131)

Word study. 1. Phonetic words: [15]*coffee*, [16]*Paul*, [21]*bricks*, [21]*joggle*, [22]*Vrouw de Vet*, [22]*quart* (quarter), [23]*Hans Hite*, [23]*drove*, [23]*sale*, [23]*snails*, [27]*scream*, [28]*bounced*, [28]*struck*, [30]*slid*, [32]*howl*, [34]*housewives*, [34]*clattering*, [34]*wiped*.

2. Variants: [15]dog*s*, [17]can*s*, [18]strap, [19]whip, [23]rattl*ing*, [23]drawn, [27]scream*ed*, [28]bump, [28]splash*ed*, [29]spot, [31]jerk*ed*, [31]land*ed*, [31]Paul's, [31]scream*ing*, [34]patt*ed*, [34]bark*ing*, happen.

3. Compound: [15]*spoonful*.

4. Seat work: (*a*) Problem 8, page 205; (*b*) Problem 9, page 205.

Introduction. Story reviewed.

Silent reading. Write on the board the questions at the bottom of page 131, Third Reader. Have children read to find the answers:

who	what
where	why

Find the parts that are funny. Who would think they were funny? Tell who every person is in the picture on page 128.

Oral reading. Bring out descriptive parts; the different feelings; the action; and the conversation. Competitive practice reading.

Re-reading. Oral or silent, as needed. (See page 196.)

Something to do. Draw Peter and Paul in the dog cart.

Note for the teacher: The children should be directed to all the Twin books by Lucy Fitch Perkins at the Public Library.

FOLLOWING DIRECTIONS IN EVERYDAY THINGS (pp. 132–133)

Study Drill VII

Word study. 1. Phonetic words: *Anna, Smith, Portland, Maine, Arden, Wayne, York, di-rec'tions, en'vel-ope, ad'dress, state, seal, mail, writ'ten.*

2. Variants: follow*ing*, stamp, person's, stamp*s*, address*es*.

3. Compounds: *left-hand, right-hand.*

4. Puzzle word game: Third Reader, back lining, 1–25.

5. Seat work: (*a*) Address the letter on page 132. (*b*) Draw an envelope and address it to yourself from somebody else.

Careful reading for study. *Drill VII*, page 132 and top of page 133.

1. What is the title? . . . 2. What is meant by "Following directions"? . . . [Doing things in right order] . . . 3. What is meant by "everyday things"? . . . 4. Are letters everyday things? . . .

5. What three topics are given? [children read italicized parts]. . . . 6. Find how many things are given for each [sentences are numbered]. . . . 7. Illustrate 1st topic from letter. . . . 8. Illustrate 2d topic from letter. . . . 9. Tell the four things for No. 3.

10. Draw a letter on the board and follow directions in No. 1.

How to answer questions (page 133). Develop with the children three rules for answering questions:

1. Answer accurately.
2. Answer in order.
3. Answer completely.

Supervised work. Ask each question on page 133 and have the children find the answer. See who are quickest in applying what they learned on page 132.

Have the children make complete sentences in answering.

Five-minute Reference Drills

a. Following directions, page 132. Teacher calls number of the italicized topic; children read and tell.

b. Questions to answer, page 133. Taken in order.
c. Questions, page 133, mixed up.

Test of verbal appreciation. Diagnostic Test No. 58, page 325.

Talking about the test. (Second day.)

SNAP-SHOTS AROUND THE WORLD (pp. 134–136)
Study Drill VIII

Word study. 1. Sight word: ***war*** (warbling).
2. Phonetic words: (1) *jungle, insects, snakes, savages, huts, lawless;* (2) *Nogasak, Eskimo, fifteen, playmates, mounds;* (3) *clay, plastered.*
3. Variants: (1) villages, fruit, roots, supplies, pleasures; (2) rounded; (3) beams, broken, windows.
4. Compounds: (1) *hardships;* (2) *queer-looking.*
5. Seat work: (*a*) Problem 10, page 205 (half of list).
(*b*) Problem 14, page 206. Bright group.

Supervised study reading. Timed section reading, children start reading at same moment and, when they finish *1*, raise hands. When one half the class have finished, they answer the questions. The child who answers best writes the answer on the board as a complete sentence.
Repeat procedure for *2* and *3*.

Getting sentence ideas. Each sentence is numbered to help the teacher draw out *all* the ideas; as, in No. 1.

(1) Jungle not a good place for people
(2) What savages live in
(3) What they do
(4) What they wear
(5) How they build huts
(6) What they eat
(7) Where they get it
(8) What sort of life they live

Repeat procedure for (2) and (3).
What thought does each sentence contribute?

Silent reading to carry out a project. Re-read in order to find how to represent a jungle village, an Eskimo village, or a desert house on the sand table.

Test of thought elements. Diagnostic Test No. 59, p. 326.

Reference drills: Drill VIII

a. Rapid scanning. The teacher calls 1, 2, or 3 for the big section, pauses a second, and then gives the second (the sentence) number. Children read rapidly and tell. TEACHER. Find and tell 3-5.

b. Rapid finding of place. Teacher reads a sentence in one of the big topics (1, 2, or 3); children search for and give number.

c. Rapid finding of answers. Teacher announces number given at bottom of one of the pages. Children find and read sentence.

CHEEKO (pp. 137–138)

Word study. 1. Phonetic words: *Chee'ko* (ee), *No'gak* (hard *g*), *sled, sank, bitter, rope.*

2. Variants: Nogak's, harnessed, leaders, drifted, crawl, disappeared.

3. Airplane game: Third Reader, page 244, sections 1–4.

4. Seat work: Problem 10, page 205, half of list.

Silent reading test. *Rate and Comprehension,* Diagnostic Test No. 60 *a* and *b.* (See page 327.)

Talking about the test. See page 293.

Half-year exhibit. Best tests, seat work, etc.

HALF-YEAR PROGRAM

POEMS FROM MEMORY

Trees, page 17	1 child
The Saturdays' Party in Fairyland, p. 20	5 children
Hiawatha, p. 41	5 children
A Song of Christmas Trees, p. 71	1 child
Piccola, p. 95	9 children

READINGS: AROUND THE WORLD IN RELAY

The Japanese Shop, p. 103, sections 5–7	3 children
The Tiny Garden, p. 105, sections 1–2	2 children
When the Garden Wakes up, p. 110, sections 6 and 8	1 child
Grandmother Winkle's Dutch kitchen, p. 123, sections 3–4	2 children
Peter and Paul in the Milk Cart, p. 127, sections 16–20	1 child
The New Milkman, p. 129, sections 23–26, 27–28, 29–30, 31–32, 33–34	5 children
The Jungle Savages, p. 134 (1)	1 child

An Eskimo house, p. 135 (2) ..... 2 children
A desert home, p. 136 (3) ..... 1 child

A POEM FROM MEMORY

The Legend of the Northland, p. 115 ..... 6 children
(1–3, 4–6, 7–10, 11–13, 14–16, 17–18)
Exhibit of class scores

SUMMARY AND REVIEW OF PHONETICS OF GROUP IV

Note: Words referred to in Seat Work Problems should be copied on the board by the teacher.

I. Phonograms used in Group IV vocabulary:

AY	AW	ER	OR	OU (round)
cl*ay*	l*aw*less	lant*er*n	f*or*m	b*ou*nce
		diff*er*ence		m*ou*nd
AR	**EW**	embroid*er*	**OW** (cow)	
h*ar*ness	dr*ew*	m*er*cy	g*ow*n	**OI**
sc*ar*let			h*ow*l	embr*oi*der
	EE	**IND**		
AU	n*ee*dle	w*ind*	**OW** (know)	**UR**
P*au*l	w*ee*ny		elb*ow*	c*ur*tains
	coff*ee*			
	fift*ee*n			

Seat Work Problem

1. Write key words for the phonograms, arrange the above words under them, and add another example for each.

II. Short vowel combinations in jingles. (See page 3.)

Fun jingle
Jap*a*nese
l*a*ntern
g*e*ntlem*a*n
diff*e*rence
*i*nsect
sc*a*nty
tw*i*ns
*e*nvelope

Drum jingle
*e*mbroider
wh*i*mper

Mud jingle
sledge
sl*i*d
*a*ddress
sl*e*d

Duck jingle
kn*u*ckle
br*i*ck
str*u*ck

Nut jingle
m*a*tch
c*o*ttage
scarl*e*t
D*u*tch
K*a*t
cl*a*tter
wr*i*tten
h*u*ts
b*i*tter

Cub jingle
kn*o*b
n*i*bble
c*u*bs

Pup jingle
Jap*a*nese
scr*a*p

Bug jingle
z*i*g-z*a*g
l*e*gend (soft *g*)
w*a*gon
j*o*ggle

Fuss jingle
l*e*sson
pr*e*ss
addr*e*ss
lawl*e*ss

Bus jingle
r*u*sty
qu*e*stion
l*e*st
pl*a*ster
*E*skimo

Muff jingle
st*u*ff
d*i*fference
c*o*ffee
f*i*fteen

Trunk jingle
W*i*nkle
s*a*nk

Seat Work Problem

2. Copy the words under jingles in alphabetical order.

III. Other short vowels: Key words given.

Note: Short jingle words are added to emphasize short vowels.

Short *a* (*am*)	Short *e* (*end*)		Short *i* (*ill*)	Short *o* (*odd*)	Short *u* (*up*)
sav'age	en'vel-ope	di-rec'tion	di-rec'tion	jog'gle	Dutch
lantern	ques'tion	in'sect	Es'ki-mo	knob	struck
scrap	sledge	Es'kimo	in'sect	cot'tage	rusty
ad-dress'	em-broi'der	leg'end	writ'ten		knuckle

and, end, ind, ond, und

leg'*end*

al, el, il, ol, ul

el'bow shel*f* *sill* shel*ves* en'vel-ope

Seat Work Problem

3. Rearrange words under short vowels, grouping according to the sounds of the underlined vowels.

IV. Long vowels:

Note: Long vowel phonograms are given to emphasize the similarity.

Long *a*	Long *e*	Long *i*	Long *o*		Long *u*
wa'fer	Jap'anese	chi'na	pa-go'da	pro-voke'	hu'man
clay	needle	wind	Es'ki-mo	el'bow	

Seat Work Problems

4. Arrange the mixed-up words under the five vowels and underline the long vowel in each.
5. Find which vowel sounds the Phonograms AY, EE, IND, and OW have.

V. Endings:

Final *y*	*ing*	*er*	*ed*	*le*	*tion* (shun)
rust*y*	ceil*ing*	wafe*r*	slope*d*	wink*le*	direc*tion*
scant*y*	wind*ing*	whimpe*r*	float*ed*	jogg*le*	
merc*y*	preach*ing*	clatte*r*	knead*ed*	jing*le*	*tion* (chun)
	clatter*ing*	plaste*r*	embroider*ed*		ques*tion*
		bitte*r*	bounc*ed*	*less* (without)	
			wip*ed*	law*less*	*ly*
			plaster*ed*		longingl*y*

Final *s*

lantern*s*	cub*s*	brick*s*	insect*s*	savage*s*	mound*s*
nibble*s*	pipe*s*	snail*s*	snake*s*	hut*s*	

Seat Work Problems

6. Arrange the words in final *ed* under the sounds of *ed*, *d*, and *t*. Beside each write the word without *ed*. Add *e* to the three words that dropped it before the ending [slope, bounce, wipe].

7. Rearrange the mixed-up *y*, *ing*, *er*, *le*, *el*, *less*, *ly*, and *tion* words under these heads.

8. Arrange the words in final *s* in two columns: (*1*) Writing the word *two* before each word; and (*2*) writing the word *one* before each. What change is made in the words of the second column? [They drop *s*.]

two lanterns — one lantern

Draw conclusion that for more than one the ending *s* is put to the word.

9. The ending *less* means *without*. Add *less* to the following to form words and write the meaning beside each; as, "hopeless, without hope."

law....	home....	fear....	mother....
hope....	father....	friend....	heart....

VI. Prefix, pro: pro-voke′.

Seat Work Problem

10. Form words by putting *pro* before each of the following. Put a cross to each word you have seen before. Talk over the other words in class, pronouncing carefully.

....ces′sion	....fuse′	....jec′tion	....pel′	....tect′
....claim′	....′gram	....long′	....por′tion	....tec′tion
....cure′	....gress′	....mote′	....pos′al	....tec′tor
....duce′	....hib′it	....mo′tion	....pose′	....test′
....fes′sor	....hib-i′tion	....nounce′	....pri′e-tor	....vide′
....′file	....ject′	....nun-ci-a′tion	....pri′e-ty	....voke′

Draw the conclusion that the sign (′), or accent shows which part is emphasized.

VII. Rules: (*a*) **" Little Lazy *e*"**

Japanese	lonesome	spoke	plate	sale	envelope	savage
square	provoke	pipe	sakes	wives	state	playmate
slope		tile	drove	wipe	snake	rope

(*b*) **" Bossy Letter"**

ceiling	float	preach	coal	snails	seal
deal	bait	knead	waist	scream	mail

(*c*) "*c* before ***e***, ***i***, or ***y***"

ceiling — difference — mercy — bounce

(*d*) "*g* before ***e***, ***i***, or ***y***"

legend — sledges — cottage — savages

(*e*) "Final ***y*** changes to ***i*** before endings"

tiniest (tiny) — supplies (supply)

(*f*) Final consonant in a short vowel syllable is doubled before endings ***ed***, ***ing***, and ***en***

clapping (clap) — patted (pat) — written (write)

(*g*) Final ***e*** is dropped before endings ***ing, ed, er***

sloped (slope) hiding (hide) baking (bake) nicer (nice) rattling (rattle) wiped (wipe)
wider (wide) smoked (smoke) faded (fade) bounced (bounce) broken (broke)

(*h*) The ending ***tion*** has the sound of ***shun*** or ***chun:***

direc*tion* (shun) ques*tion* (chun)

(*i*) The letter *f* frequently changes to ***v*** before an ending.
Draw this conclusion from consideration of:

one shelf	two shel*ves*
one housewife	two housewi*ves*

Complete the forms for:

one wolf	two wol....
one thief	two thie....
one leaf	two lea....
one half	two hal....

Seat Work Problems

11. The teacher copies words of (*a*) on board mixed. Children underline letter that says its name.

    Note: Emphasize that when a vowel says its name, it has the long sound.

12. Teacher copies (*b*); children underline letter that says name. See *Note* above.

13. The teacher will copy the words of (*c*), (*d*), and (*h*) on the board in mixed order. The children will underline the special sound and put *s*, *j*, *shun*, or *chun* beside each word to indicate the sound.

14. The teacher will copy the words in parentheses in (*e*), (*f*), and (*g*), and the children will add *est, es, ing, ed, en,* or *er*. Or vice versa, teacher copies the words with endings, and children write the original words (those in parenthesis).

    Note: Numbers 13 and 14 (seat work problems) are too difficult for the average class and should be reserved for special advanced groups.

    Note: Excellent exercises in accurate following of written directions can be secured if the teacher will write a sentence in simple language telling the children what to do and insisting that they follow the direction accurately.

VIII. Silent letter: *K*

*k*nob *k*neaded *k*nuckles

IX. Contraction: had*n't.*

X. New sound: *à* as in *ask.*

pa-go'*da* chin'*a* Ja-pan' Jap'*a*-nese

CORRELATION WITH OTHER SUBJECTS

Picture study. *Perry Pictures.* Japanese, jinrikisha, 7613; girls eating rice, 7612; pagoda, 1902; downy woodpecker, 9164, 2 cts.; Dutch wind mill, 1633; kitchen, 1068B; Eskimo sled, 2201; desert scene, 1985; Arab school, 1085F. *Puzzle pictures* in Third Reader.

Conversation. Descriptions of Japan, Holland, Norway, the tropics, Eskimo land, and the desert.

Dramatization. Playing shop.

Language. *How, when, where, did what.*

Health lesson. Food: what to eat; suitable lunches for school. Things that are bad to eat. Foods from other countries (tea, coffee, rice, etc.).

Nature study. Domesticated animals: sheep, cow, camel, reindeer. How domesticated. Use to man.

Geography. Other lands: Japan, Holland, Norway; jungle, Eskimo, and desert homes.

History. Christmas in Norway. Local postal service to community.

Penmanship. Work Book. Address envelope on page 200.

Incidental numbers. Quick reference.

Music. (*a*) "My Little Yellow Duck": *Columbia record* A3146.
(*b*) "Sweet-Pea Ladies": *Victor record* 17625.
(*c*) "Pretty Pussy": *Victor record* 18886.
(*d*) "The Eskimo": *Columbia record* A3133.

Games. Compounds, p. 196; Puzzle word game, p. 200; Airplane game, p. 202; Who, where, what, how, p. 198.

Handwork. Screen. Japanese doll. Clay vase. Lantern. Tiny garden on sand table. A pagoda. Old man, rabbit, duck, mouse of clay. Pictures of Dutch kitchen, grandmother, Kit and Kat, Peter and Paul in dog-cart.

Collections. Lanterns. Stamps. Old toys to give away.

SONG GAMES, POEMS, AND STORY-TELLING

Song games. (*a*) "Wing Foo." Bentley's *Play Songs*, p. 59.
(*b*) "Oh, wide, wide world." Riley and Gaynor's *Songs of Child's World*, 1, p. 45.
(*c*) "Our Flag." Gaynor and Brennan's *Songs for Little Children*, p. 32.

Poems. (*a*) "The Children's Hour." Longfellow.
(*b*) "Poor Old Robinson Crusoe." Mother Goose. (See p. 339.)
(*c*) "January." F. D. Sherman. (See p. 349.)
(*d*) "A Riddle." A. F. Brown. (See p. 350.)

Story-telling. (*a*) "The Rat Princess." Bryant's *How to Tell Stories*, p. 163.
(*b*) "The Mountain Ash." Cooke's *Nature Myths*, p. 98.
(*c*) "The Blue Robin." (Kate Douglas Wiggin.) Bailey's *For the Story-Teller*, p. 219.
(*d*) "The Proud King." Scudder's *Book of Legends*, p. 1.

SUPPLEMENTARY OR PRACTICE READING

I. STORIES IN OTHER READERS

(*a*) **Japanese Stories.**
Taro and the Turtle. Elson Second, p. 52; Haliburton Third, p. 18.
Feast of Dolls. Summers Second, p. 97.
Feast of Flags. Summers Second, p. 98.

Japanese Stories (con.).
Tongue-cut Sparrow. Howe Third, p. 74; Holton-Curry Third, p. 175.
The Boasting Bamboo. Howe Third, p. 188.
Yoshi-San and O-Kiku. Haliburton Third, p. 11.
Sennin the Hermit. Story Hour, Third, p. 114.
The Frogs' Travels. Story Hour, Third, p. 155.
Peach Prince and the Giant. Natural Method, Third, p. 48.
The Stone Cutter. Riverside Third, p. 157; Merrill Third, p. 213; Elson Third, p. 63.
Burning of Rice Fields. Riverside Third, p. 164.
A Little Girl in Land of Rising Sun. Merrill Third, p. 151.
Old Man Who Made Trees Blossom. Merrill Third, p. 155.
The Bird King's Gifts. Howe Third, p. 13.

(*b*) **Dutch Stories.**
Leak in Dike. Baker and Thorndike Third, p. 240.
The Sunken City. Riverside Third, p. 208.
City Under the Zuyder Zee. Haliburton Third, p. 190.
Land of Dike and Windmill. Haliburton Third, p. 196.
With Jan and Gretchen. Haliburton Third, p. 215.

(*c*) **Musicians of Bremen.** (Grimm.)
Riverside Second, p. 145. (Play.)
Cooke's Nature Myths, p. 136.
Klingensmith's Household Stories, p. 30.
Merrill Second, p. 33.
Beacon Second, p. 44.
Progressive Road, Second, p. 92.
Haliburton First, p. 96.
Free and Treadwell First, p. 24.
Children's Method Readers, 2d year, 1st half, p. 88.
Baker and Thorndike Third, p. 145.
Parmly Second, p. 91.

(*d*) **The Snow Man.** (Andersen.)
Winston Second, p. 93.

(*e*) **The Unhappy Grass Stalk.**
Story Hour, Book 2, p. 52.

(*f*) **Pandora's Box.** (Greek.)
Children's Method, 2d year, 2d half, p. 76.
Easy Road to Reading, Third, p. 119.
Merrill Second, p. 125.
Young and Field Third, p. 213.

II. POEMS IN OTHER READERS

(*a*) **The Owl and the Pussy Cat,** by Edward Lear.
Baker and Thorndike Third, p. 49.
Free and Treadwell Third, p. 195.
Young and Field Third, p. 188.
Horace Mann Third, p. 184.
American School Reader, Third, p. 107.

(*b*) **Foreign Children,** by R. L. Stevenson. (First Grade Manual, p. 438.)
Story Hour, Third, p. 119.
Natural Method, Third, p. 38.
Free and Treadwell Third, p. 48.

(*c*) **A Japanese Lullaby,** by Eugene Field.
Nature in Verse, p. 179.

(*d*) **The Months.**
Story Hour, Second, p. 155.

(*e*) **Good Night and Good Morning,** by Houghton. (See page 352.)
Beacon Second, p. 158.
Summers Second, p. 173.

EXTRA WEEK OF PRACTICE READING

I. STORIES IN OTHER READERS

(*a*) **Eskimo Stories.**
Playing Eskimos. Haliburton Second, p. 95.
Land of the Midnight Sun. Merrill Third, p. 27.
Miss Billy. (Peary.) Howe Third, p. 101.
Christmas Among Eskimos. Lincoln Third, p. 111.

(*b*) **Tom Thumb.**
Beacon Second, p. 24.
Heart of Oak, Second, p. 34.
Merrill Third, p. 13.

(*c*) **Robinson Crusoe.** (Defoe.)
Story Hour, Third, p. 204.
Beacon Third, p. 218.
Holton-Curry Third, p. 106. (Swiss Family Robinson.)

(*d*) **The Little Match Girl.** (Andersen.)
Baker and Thorndike Third, p. 188.

(*e*) **The Little Shepherd.** (A play.)
Riverside Second, p. 26.

(*f*) **Story of Longfellow.**
Summers Second, p. 88.
Merrill Third, p. 185.

II. POEMS IN OTHER READERS

(*a*) **Fairy Folk,** by Alice Cary. (See page 345.)
Elson Third, p. 36.

(*b*) **City Roofs,** by Abbie Farwell Brown.
Riverside Third, p. 48.

(*c*) **Boats Sail on the Rivers,** by Rossetti. (F.G.M., p. 438.)
Howe Third, p. 81.
Merrill Second, p 29.
Summers Second, p. 102.
Winston Second, p. 36.

(*d*) **Strange Lands,** by Alma-Tadema. (First Grade Manual, p. 442.)
Child's World, First, p. 27.

III. SILENT READING DRILL EXERCISES

Stone's Silent Reader: Book II.

GROUP V

(Safety Stories, pp. 139–161)

Theme. Safety. Safety from fire. How a drum averted a school panic. How the telephone aids safety. Quick thinking in a crisis. Safety First rules.

Pictures. Home and school scenes. A factory scene. Critical moments illustrated (pages 147, 152).

Specific objectives.

1. To react to stories of contemporary school and factory life.
2. To bring out emotion, or feeling, in oral reading.
3. To remember all the details; and in right order.
4. To test study reading.

Vocabulary. 8 sight words; 92 phonetic words; 67 variants; 16 compounds. (See page xxxvii.)

Note: Variants are omitted in the list of words for selections during the second half of the Third Reader, although the number is given here.

Materials.

1. Diagnostic Tests Nos. 61–63.[1]

   No. 61. Comprehension and Reproduction, p. 328.
   No. 62. Study test, p. see 329.
   No. 63. Study test, p. 330.

2. Phrases and sentences for perception drills.

   a drum of peace; primary grade; no more scufflings; no more delays; arithmetic and spelling; a struggling mass; courage to all; Christian Soldiers; coarse yarn; you have permission.

   Supplying different words at blanks.

   It was ..... (a pulpit, Grandma, Maggie, a band, recess, a horror, a pulley, regular, sugar-cane, candy, meddling, electric).
   The fire ..... (engines, department).
   This is the ..... (drummer, Principal, furnace, passage, prize, test, telephone, operator, factory, husband, machine).
   She ..... them (dismissed, dragged, calmed, shocked, arranged, cheered).

Bird's-eye view of Group V. The chart on page 211 gives the purpose to be served by the various selections of the group.

[1] Furnished by the publishers in inexpensive form.

	Selections	*Theme*	*Purpose*	*Sight words*
Story interest	**The Story of a Drum,** p. 139	How a drum averted a panic in school.	To emphasize level-headedness in a crisis.	
	1st story, p. 139	How Winthrop learned what a drum was for.	To bring out the contrast of silent drum and active drum.	pulpit, Grandma, Maggie.
	2d story, p. 143	How Winthrop's drum helped at school.	To show good ways of doing things.	
	3d story, p. 145	How the drum saved the children in a school fire.	To show the dangers of panic.	horror, courage, calmed.
	Don't Give Up, p. 149 Poem: *Appreciation*	Good advice: keep trying.	Show that everything that wins out does it by trying.	
	Using the Telephone, p. 150 Drill: *Study and reference*	How to use a telephone.	To teach children to get *all* steps in a process. To drill in reference work.	
	The Man on the Chimney, p. 152 *Story interest*	How a woman's quick wit saved her husband.	To show importance of some little things.	pulley.
	The Shadows, p. 156 Poem: *Appreciation*	Description of a child's shadow.	To visualize the shadows in various situations.	
	Sugar, p. 158 Drill: *Study reading*	How sugar is made, its use, maple sugar.	To follow accurately stages of process.	machine.
	Safety First, p. 160 Test: *Study reading*	Various dangers children meet.	To have children get all the details.	

Schedule of basal lessons. The lessons for Group V are as follows:

81. Story 1, "The Silent Drum," pp. 139–142. *Drill VIII–a*, p. 202.
82. Story 2, "The Drum goes to school," pp. 143–144. *Drill VIII–b*, p. 202.
83. Story 3, "What happened," pp. 145–148. *Drill VIII–c*, p. 202.
84. Story 3, "What happened," continued, pp. 145–148. *Drill VII–a*, p. 200.
85. Re-reading, "The Story of a Drum," pp. 139–148. *Drill VII–b*, p. 201.
86. Poem, "Don't give up," p. 149. *Drill VII–c*, p. 201.
87. Poem, continued, p. 149. *Drill*, as needed.
88. Study and reference drill. *Drill IX*. "Using the telephone," pp. 150–151.

89. Study and reference drill, continued. *Drill*, as needed.
90. Story, "The Man on the Chimney," pp. 152–155. *Drill IX–a*, p. 216.
91. Story, "The Man on the Chimney," continued. *Comprehension test.* Diagnostic Test No. 61, p. 328.
92. Poem, "The Shadows," pp. 156–157. *Drill IX–b, c*, p. 216.
93. Poem, continued, pp. 156–157. *Drill IX–d*, p. 216.
94. Study drill, "Sugar," pp. 158–159. *Drill X.*
95. Study drill, continued, pp. 158–159. *Study test.* Diagnostic Test No. 62, p. 329.
96. Study test, "Safety First," pp. 160–161. Diagnostic Test No. 63, p. 330.
97. Study test, continued, pp. 160–161.
98. Entertainment: A Story Party. Motivated Review, pp. 139–161.

OPTIONAL AND SUPPLEMENTARY

I. Summary and review of phonetics. See page 221.
II. Correlation with other subjects. See page 225.
III. Supplementary reading. See page 225.
IV. Song games, poems, and story-telling. See page 225.
V. An extra week of practice reading. See page 225.

THE STORY OF A DRUM.

1. THE SILENT DRUM (pp. 139–142)

Word study. 1. Sight words: [4]*pul'pit* (po͝ol), [10]*Grand'ma* (mä, arm), [11]*Maggie.*

2. Phonetic words: [13]*Winthrop's*, [5]*unlike*, [5]*startled*, [5]*rap*, [7]*peace*, [7]*less*, [10]*slung*, [12]*Rat-tat-too.*

Note: Variants — and compounds of known words — are omitted from the Word Study in the second half-year, but are given under Vocabulary and the Phonetic Review. (Pages xxxvii and 221.)

3. Compound: [11]*spell-bound.*
4. Review Phonograms, page 221, and Prefixes, page 223.
5. Seat work: (*a*) Problem 1, page 221; (*b*) Problem 11, page 223.

Introduction. From table of contents. A snappy reference drill in finding titles or page numbers on pages vi–viii of contents. Anticipate what the story of the drum might be about. — Where might a drum "do something"? . . . When? . . .

Silent reading. *To find out* why a drum should be called silent. Tell how the drum found its voice. Which two helped it? What did Winthrop play with the silent drum? Tell about the time he nearly discovered what a drum was for.

Organization. Have children make up titles in class for sections 1–3, 4–7, 8–10, 11–14.

1–3. [Why the drum was silent].
4–7. [How Winthrop played with his silent drum].
8–10. [How he discovered the way to use a drum].
11–14. [His "make-believe" drumsticks].

Oral reading. Bring out the mother's fear and warnings and Winthrop's eagerness. Practice single sections first for Story Party; then select improving pupils to read the groups given above for the Party.

Something to do. 1. Draw and color a drum.

2. THE DRUM GOES TO SCHOOL (pp. 143–144)

Word study. 1. Phonetic words: [1]*pri'ma-ry*, [1]*grade*, [4]*band*, [6]*scuff'lings*, [6]*de-lays'*, [6]*re-cess'*, [6]*dis-missed'*, [6]*pu'pils*, [7]*Prin'ci-pal*, [7]*a-rith'me-tic*.

2. Review Other Long Vowels, page 222, and New Sounds (*a*) and (*c*), page 224.

3. Seat work: (*a*) Problem 4, page 222; (*b*) Problem 10, page 223.

Introduction. How could the drum go to school? Uses of drums in school.

Silent reading. *To find out.*

Thought questions. 1. What is "the primary grade"? . . . 2. How many boys could play the drum in that school? . . . 3. Did Winthrop have any good friends at school? . . . 4. Why could the Principal dismiss the school in such a short time? . . . 5. How did Winthrop feel about school? . . . 6. Which things do you like best to do there?

Oral reading. The children practice reading sections aloud to select readers for the Story Party.

Note: The teacher should arouse keen interest in this practicing and have the good readers act as her aids to help the poor children. Some classes can break into several groups in different corners of the room.

3. WHAT HAPPENED (pp. 145–146)

Word study. 1. Sight words: [5]***hor'ror***, [5]***cour'age***, [5]***calmed*** (silent *l*).

2. Phonetic words: [1]*prob'a-bly*, [1]*fur'nace*, [2]*file*, [4]*in'stant*, [4]*strug'gling*, [4]*mass*, [4]*dragged*, [5]*shocked*, [6]*pass'age*.

3. Review Rules (*c*), (*d*), and (*h*), page 224, and Silent Letters, page 224.
4. Seat work: (*a*) Problem 14, page 224.
(*b*) Puzzle Word Game. Third Reader, back lining, 1–25.

Introduction. Anticipate what might "happen." Why do the children's eyes look so big on page 147?

Silent reading. *To find out.*

Thought questions. 1. What made the teacher go to the door? . . . 2. Why did the Principal tell them not to get their wraps, or coats? . . . 3. Whose fault was it that the children became a "struggling mass"? . . . [Person called "Fire!"]

4. How should people behave if a fire breaks out — in school, at home, in the moving-picture theater? . . . 5. A struggling mass of people becomes a *panic*. . . . What is the danger in a panic? . . . 6. Tell exactly how the children had to go to get out. . . . 7. Why was the greatest danger on the stairs? . . . 8. Make up several rules to tell how you would behave if fire broke out in school.

Oral reading. Same procedure as on page 213. Bring out the feelings of uneasiness and alarm, the cry that caused the panic and the teacher's determination to save her children.

3. WHAT HAPPENED (concluded; pp. 147–148)

Word study. 1. Phonetic words: [7]*dingy*, [8]*Chris'tian*, [9]*curve*, [11]*en'gines*, [12]*de-part'ment*.
2. Review Short Vowel combinations, page 221.
3. Seat work: Problem 2, page 221.

Introduction. Story reviewed — Will they get down the stairs in safety?

Silent reading. *To find out.*

Thought questions. 1. What made the stairway of the greatest danger? . . . [narrowing curve] . . . 2. What other dangers were there? . . . [smoke, coughing] . . . 3. How did the children go round the dreaded curve? . . . 4. How much longer than the usual time did it take to empty the building? . . . [1 minute more] . . . 5. Find several reasons for making such good time.

6. What do the fire engines do at a fire? . . . 7. What is the Fire Department? . . . 8. How should one give an alarm of fire? . . .

Re-reading. In relay, practice for Story Party.

DON'T GIVE UP (p. 149)

Word study. 1. Phonetic words: [3]*sturdy*, [3]*blast*, [3]*loft'i-er*, [4]*prize*, [4]*vic'-to-ry*, [4]*de-feat'*, [4]*test.*

2. Review Other Short Vowels, page 222, Endings *y* and *er*, page 222, and Rules, (*a*), page 224.

3. Seat work: (*a*) Problem 3, page 222; (*b*) Problem 6, page 222.

Introduction. Suppose Winthrop had become frightened and stopped playing the drum. What might have happened? . . . Do birds have hard things to learn? [page 99] . . . Do trees have to fight the wind? . . . — "Here is a poem about *not giving up.*"

Oral reading by the teacher, children listening with books closed.

Questions to test listening. 1. If you have something hard ahead of you what should you not stop to do? . . . [cry] . . . 2. What hard things must birds do? . . . [learn to fly] . . . 3. What must the oak do? . . . 4. Which is better — to beat through easy work, or hard work?

Oral reading. Children read softly, as teacher reads aloud again. Then alternate reading of teacher and children with object of learning poem.

Learn the poem. See page 138.

USING THE TELEPHONE (p. 150)

Study Drill IX

Word study. 1. Phonetic words: *tel'e-phone, case, op'er-a-tor, Hel-lo', hook.*

2. Review Rules (*a*), (*b*), (*f*), and (*g*), page 224, and New Sounds (*b*) and (*c*), page 224.

3. Seat work: (*a*) Problem 13, page 224; (*b*) Problem 15, page 224.

Introduction in book. Have children turn to page 150 and read the two sentences after the title to find what to do before reading.

Silent reading. *To see whether children have told everything.* Impress on the children that in careful reading:

They must get *all* the things said.
They must get things in *right order.*

Thought questions. 1. Which name should you look for first in telephoning to Tom Brown — for *Tom* or for *Brown?* . . . [Brown] . . . 2. Why? . . . 3. What is the purpose of the *receiver*, and of the *hook?* . . .

4. To how many people do you speak when you telephone? . . . [2: the operator, and the person you called up].

Five-minute Drill

The teacher calls a number; the children find on page 150 the part so numbered, read silently, and retell.

TELEPHONE GAME (p. 151)

Drill IX

Word study. 1. Phonetic words: *ar-ranged'*, *reg'u-lar.*

2. Children's phonetic names (new): *Don'ald*, *Frank*, *Grace*, *Har'ry*, *Is'a-bel*, *Ken'neth*, *Lil'li-an*, *No'ra*, *Ol'i-ver*, *Quen'tin*, *Ralph*, *Stel'la*, *Ur'su-la*, *Vi'o-let*, *Will'iam*, *Xer'xes* (x = z), *Yet'ta*, *Zill'ah.*

3. Review Endings *ed* and *ing*, page 222.

4. Seat work: Problem 5, page 222.

Introduction. Retell How to Use a Telephone, on page 150.

Silent reading. *To find out* how to play a game.

Thought questions. 1. How are names arranged on page 151? . . . [alphabetically] . . . 2. Bring a telephone book to class and show the children. . . . 3. Tell the difference between 576J and 576M.

4. Who have party lines on page 151? . . . [Betty, Donald, John, Polly, and William] . . . 5. Which are on the same line?

Oral reading. *a.* Read the children's names from Anna to Zillah.

Five-minute Reference Drills

b. Find how many party lines are in the first column? . . . Who have them? . . . (Same procedure for second column.)

c. Find telephone numbers. Teacher calls name; children find number.

d. Telephoning. A child calls a number. The first child to find it, announces the name of the person opposite the number. The two children pretend to talk to each other.

THE MAN ON THE CHIMNEY (pp. 152 155)

Word study. 1. Sight word: ***[1]pul'ley.***

2. Phonetic words: [1]*re-pair'ing*, [1]*fac'to-ry*, [3]*mis-take'*, [4]*fel'low*, [4]*die*, [6]*freeze*, [7]*hus'band*, [7]*un-rav'el*, [8]*coarse*, [8]*yarn*, [8]*knit*, [9]*twine*, [14]*cheered*, *Cop'y.*

3. Review Endings *el*, *le*, and *s*, page 222.

4. Seat work: (*a*) Problem 9, page 223; (*b*) Problem 8, page 223.

Introduction. How to preserve safety around big factories: not go in where it says "No admittance," not touch machinery, etc.

Picture study, page 152. . . . Why are the people excited?

Silent reading. First, *to find out.*

Second reading: order. Paragraph topics put on board in mixed order. Children rearrange.

The men fastened the wool to some twine and told John to pull up. [9]
The other men looked up, helpless. [5]
The men repaired a chimney with a pulley and rope. [1]
He felt bad at what he had done. [4]
They cheered hard. [14]
John unraveled his stocking, tied yarn to piece of brick, and let it drop to the ground. [8]
The work ended, the men came down. [2]
John kept the piece of stocking to show to his children. [15]
John said he had it. [10]
The next to the last man pulled the rope from the pulley by mistake. [3]
John tied the rope to the chimney and thus got down. [13]
The man's wife had a bright idea and called to her husband. [7]
John said "all right." [12]
They said he would freeze or be killed. [6]
The men fastened the twine to a rope and told him to pull. [11]

Note: Section numbers should not be copied on the board.

Thought questions. 1. Why did they use twine? . . . 2. What time of day and year did this happen? How do you know? . . . [near sundown, getting cold, freeze] . . . 3. What things does the wife think of? . . . [unraveling stocking, fastening twine] . . . 4. How did John show that he thought his wife wonderful?

Oral reading. Show the excitement of the occasion.

Test. Third Reader, bottom of page 155. Diagnostic Test No. 61, page 328.

THE SHADOWS (pp. 156–157)

Word study. No new words.

1. Review Ending *ful*, page 223, and Contractions, page 224.
2. Pantomime game. Third Reader, back lining.

3. Seat work: (*a*) Problem 12, page 223.

(*b*) Form compounds by combining *drum, cooking, tea, spell, clothes, school, hard, work, under, chimney, shadow, sugar, lumber,* and *mountain* with the following to form words you know:

....bound	....men	....store	....top	....town
....room	....used	....pins	....table	....mate
....stick	....cane	....stood	....men	....climbers

Introduction. (*a*) Stevenson's "My Shadow" — teacher recites and says, "Here is another poem. See whether you can tell how it is like that." Or (*b*) talk about how shadows are made, what "shadow children" and "shadow-town" would be.

Oral reading by teacher, as children listen.

Thought questions. 1. What makes the shadow children run to and fro? . . . 2. Why do they make no sound? . . . 3. What makes them under trees? . . . [leaves] . . . 4. Whose shadow is it in the sun? . . . [yours] . . . 5. When would he run before? . . . [when sun is behind you] . . . 6. What makes the shadow at night? . . . [the light] . . . 7. What makes the shadows after the light is out? . . . [light from windows] . . . 8. What makes a shadow dark? . . . [You come between it and the light and your form cuts off light and is reflected to ground]

Something to do. (*a*) Hold your hand in various positions and throw rabbit or other animal silhouettes on white curtain or wall.

(*b*) Try casting shadows on the school floor by standing in sunlight.

Learn the poem. Alternate reciting. (See page 138.)

Note for the teacher: Frank Dempster Sherman is a delightful writer of children's verse. His "Little-Folk Lyrics" is famous. (See page 348.)

SUGAR (pp. 158–159)

Drill X

Word study. 1. Sight word: ***ma-chine'.***

2. Phonetic words: *ti'tle, sugar-cane, maple, sap, tear* (bear), *boiled, candy, lum'ber-men.*

3. Review Endings *en, ian, or, ly, ful, sion,* page 222.

4. Seat work: Puzzle word game. Third Reader, back lining. Write rhymes for numbers 21–30.

Introduction. See Third Reader, page 158. Have child read the two lines after the title "Sugar" and do what they say.

Silent reading. *Supervised study; outlines of big topics.* You can begin making children see the difference between main ideas and dependent ideas, if you objectify them before their eyes. Note how details are placed under main points.

a. Find the main topic of a selection, or make a title. Have the children write the topic with the number, after reading each selection.

I. How sugar is made from sugar-cane.
II. Sugar is for those who work hard.
III. The sugar maple or "The Crying Tree."

b. *Supervised outlining.* Find topics for paragraphs. In *I* there are three paragraphs. Build on board an outline as follows as you read sentences together. This visualizes the relation of ideas. Emphasize (1) that we must get all the ideas; and (2) in right order.

I. How sugar is made

[1]Three places from which sugar comes
- sugar-cane
- beet
- sugar-maple

[2]Sugar-cane described
- Kind of grass
  - twenty feet high
  - easily lost in it
  - sap sweet
- What is done to sugar-canes
  - cut
  - carried to mill
  - machines squeeze out juice
  - canes are broken to pieces
  - all sap taken out, leaving them dry

[3]How juice of sugar-cane is changed to sugar
- juice is dark and sticky
- water is taken out
- juice is then very thick
- it is boiled until sugar forms
- it is dried
- it is like brown sugar we buy

c. Same procedure for II:

II

[1]If you work hard, sugar is good
Good for whom?
- [1]good for shovelers, sweepers, diggers
- [2]good for mountain-climbers and lumber-men
- [3]good for soldiers on long marches
  - [3]Why — would make them go farther

d. Same procedure for III:

III

[1-2]What an old book said:
[1]a tree which cried if cut
[1]when — nearly 300 years ago
[1]where — in America
[2]juice from cut turned into sugar
[3]What these were:
[3]crying tree was sugar maple
[3]sweet juice became maple sugar

Something to do. Bring some maple sugar to school for children to see.

Study test. Diagnostic Test No. 62, p. 329.

SAFETY FIRST (pp. 160–161)

Word study. 1. Phonetic words: *truck, per-mis'sion, Med'dling, e-lec'-tric, gas.*

2. Phonetic review.

3. Seat work: Pantomime game. Third Reader, back lining, words 1–10. (*a*) Drop *ing* and write original words.

(*b*) Write sentences, using each with *he* and *to-day;* as, "To-day he eats." What ending is added? (*s* or *es*).

Study test. Main topics, and details. Diagnostic Test No. 63, page 330.

Talking over the test. Make on the board an outline of main topic (always the first sentence on pages 160–161) and details, one in each sentence. (See outline on page 219.)

Five-minute Drills: Drill XI

a. Teacher calls number. Children find main thought.
b. Same procedure. Children find a "Do not" or "Never" idea.
c. Same procedure. Children find a *because* or *unless* thought.

Something to do. (*a*) Make a safety poster. (*b*) Cut out appropriate magazine pictures, mount, and print under each a Safety Rule.

A SAFETY PROGRAM

A Safety Talk. Railroad crossings, p. 160 (1)..... 1 child
A Poem in Relay. "The Shadows," p. 156..... 6 children
A Safety Talk. Street cars, p. 160 (2)..... 1 child

A Reading in Relay. "Story of a Drum," pp. 139–148.... The class
A Safety Talk. Automobiles, p. 160 (3)..... 1 child
A Reading in Relay. "The Man on the Chimney," pp. 152–155..... 15 children
A Safety Talk. Streets, p. 161 (4)..... 1 child
A Talk and Reading to Verify. "Using the Telephone," p. 150..... 2 children
A Safety Talk. Fire, p. 161 (5)..... 1 child
A Poem in Relay. "Don't give up," p. 149..... 1 child
A Safety Talk. Meddling, p. 161 (6)..... 1 child

SUMMARY AND REVIEW OF PHONETICS OF GROUP V

I. Phonograms used in Group V vocabulary.

AY	AND	EE	OW (know)	UR
de-*lay'*	gr*and*ma	squ*ee*ze	fell*ow*	f*ur*nace
	b*and*	fr*ee*ze		c*ur*ve
AR		ch*eer*	OI	st*ur*dy
st*ar'*tle	ER		b*oi*led	
de-p*ar't'*ment	op*er*ator	OR		
y*ar*n	p*er*mission	fac*'tor*y	OO	
			h*oo*k	

Seat Work Problems

1. Teacher copies words on board in mixed order. Children arrange them under AY, AR, AND, ER, EE, OR, OW, OI, OO, and UR.

II. Short vowel combinations in jingles. (See page 3.)

Fun jingle	*Pup jingle*	*Nut jingle*	*Duck jingle*	*Bus jingle*
W*in*throp	Winthr*op*	pulp*it*	th*ick*ening	d*is*miss
*un*like	r*ap*	r*at-tat*	sh*ock*ed	Chr*is*tian
Pr*in*cipal	*op*erator	kn*it*		bl*as*t
*in*stant	c*op*y		*Bell jingle*	m*is*take
d*in*gy	s*ap*	*Bug jingle*	sl*ung*	perm*is*sion
*en*gines		M*ag*gie		g*as*
*un*ravel	*Drum jingle*	str*ug*gle	*Fuss jingle*	
c*an*dy	l*um*ber	dr*ag*ged	l*ess*	*Muff jingle*
		r*eg*ular	rec*ess*	sc*uff*ling
	Mud jingle		dism*iss*	l*of*ty
	m*ed*dle	*Cub jingle*	m*ass*	
		pr*ob*ably	p*ass*age	*Dust jingle*
				t*est*

2. The teacher will copy words on board with the combination underlined. Children will rearrange these words under five short vowels; as,

Short *a*	Short *e*	Short *i*	Short *o*	Short *u*
c*a*ndy	*e*ngines	d*i*ngy	c*o*py	*u*nlike

III. Other short vowels:

Short *a*	Short *e*	Short *i*	Short *o*	Short *u*
un-rav'el		a-rith'me-tic		
fac'to-ry	e-lec'tric	prin'cipal	probably	hus'band
		vic'to-ry		
		e-lec'tric		

al, el, il, ol, ul

spell	pupil	tel'e-phone	Hel-lo'	fel'low

Seat Work Problem

3. Use each word in a sentence "Story."

IV. Other long vowels:

Long *a*	Long *e*	Long *i*	Long *o*	Long *u*
op-er-a'tor		pri'ma-ry	Hel-lo'	pu'pil
ma'ple		ti'tle		

Seat Work Problem

4. Same as 3.

V. Endings:

ed	*ing*	*er*	*or*	*ly*	*y*
startled	spelling	drummer	janitor	probably	primary
dismissed	struggling	leader	operator	eagerly	dingy
dragged	scuffling	stronger			sturdy
shocked	thickening	loftier	***le***	***ness***	lofty
calmed	repairing	prouder	startle	happiness	victory
arranged	shoveling	receiver	struggle		factory
boiled	meddling	lumber	title	***ful***	copy
			maple	faithful	sticky
less	***en***	***ian*** (yan)	meddle		candy
helpless	written	Christian		***sion*** (shun)	
				permission	

s and ***es***

knows	wraps	stays	canes	cars
delays	sisters	sentences	marches	automobiles
landings	minutes	shadows	trains	matches
wonders	engines	follows	gates	

Seat Work Problems

5. *Ed* and *ing:* Find which words drop *e* before adding *ed* or *ing* (startle, struggle, meddle, arrange); which double the final consonant before *ed* (drag). Exceptional children.

6. *Er:* Find which word doubles the final consonant before an ending (drummer); which changes *y* to *i* (loftier); which drops final *e* (receiver). Exceptional children.

7. The teacher will copy the words ending in *en, ian, or, le, ly, ness, ful, sion, y,* and *less* on the board mixed up. The children will sort and underline endings.

8. (*a*) Find which words you can use with *he,* as *he runs* and copy them with *he* in front.
(*b*) Same procedure for words which you can use with *two:* as, *two boys.*

9. Form words by joining *less* (meaning without) with the following and write the meaning beside each; as, "homeless, without a home."

home	cheer	spot	friend	leaf . . . .
fear	tire	hope	noise	heart . . . .

10. Form words by adding *ness* to describing words:

sick	ill	empty	glad	sweet . . . .
good	eager	lonely	sad	plain . . . .
bright	fair	happy	black	cold . . . .
friendly	sturdy	dingy	red	pretty . . . .

To find: Which seven words end in *y* and therefore change *y* to *i* before the ending?

friendly	friendli-ness
sturdy	sturdi-ness
empty	empti-ness
lonely	loneli-ness
happy	happi-ness
dingy	dingi-ness
pretty	pretti-ness

VI. Prefixes:

dis	*re*	*per*	*de*	*un* (not)	*in*	*mis*
dis-miss′	*re*-pair′	*per*-mis′sion	*de*-lay′	*un*-like′	*in*′stant	*mis*-take′
			de-part′ment	*un*-rav′el		
			de-feat′			

Seat Work Problems

11. The prefix *un* usually means *not;* as, *unlike* — "not like." Form words by joining *un* with the following and making up the meanings (unseen, not seen) to form words you know.

. . . .seen	. . . .true	. . . .wise	. . . .kind
. . . .heard	. . . .friendly	. . . .known	. . . .fair

12. Form words by joining *dis, re, per, de, un, in,* and *mis* with the following to make words you have had. Sound each prefix with the form until you find the right word. Exceptional children.

. . . .ravel	. . . .pair	. . . .like	. . . .lay	. . . .partment	. . . .kind
. . . .miss	. . . .spair	. . . .mission	. . . .take	. . . .part	. . . .fuse
. . . .scribe	. . . .true	. . . .ceive	. . . .turn	. . . .seen	. . . .covery

VII. Rules:

(*a*) **" Little Lazy *e*"**

unlike	file	telephone	arrange	twine
grade	prize	case	mistake	cane

(*b*) **" Bossy Letter "**

peace defeat repair die coarse

(*c*) **" *c* before *e, i,* or *y* "**

recess principal furnace

(*d*) **" *g* before *e, i,* or *y* "**

dingy courage passage engine

(*e*) "Final *y* changes to *i* before endings"

loftier (lofty)

(*f*) The final consonant in a short vowel syllable is doubled before endings

drummer (drum) dragged (drag)

(*g*) Final *e* is dropped before endings

scuffling (scuffle)	meddling (meddle)
struggling (struggle)	receiver (receive)
squeezing (squeeze)	startled (startle)
using (use)	arranged (arrange)

(*h*) *e* at the end of a final syllable is often silent

furnace courage curve engine

Seat Work Problems

13. Rearrange (*a*) and (*b*) under "Little Lazy *e*" and "Bossy Letter," and underline the letter that says its name.
14. Rearrange (*c*), (*d*), and (*h*) under heads and underline the *c*, *g*, or silent *e* at end of word.
15. The teacher writes on the board the form in *ing* or the original form for (*g*), and the children copy them and write the other form beside each word.

VIII. Silent letters: *k* (knit); *l* (calmed).

IX. New sounds:

(*a*) *a* as in *ask*.

pri'*ma*-ry *a*-rith'me-tic prob'*a*-bly reg'u-l*ar*

(*b*) *ph* = *f*: tel'e-*ph*one.

(*c*) *e* as in d*e*lay.

d*e*-lay' r*e*-cess' a-rith'm*e*-tic d*e*-part'ment tel'*e*-phone r*e*-pair' *e*-lec'tric

X. Contractions: you'*re*, you'*ll*.

CORRELATION WITH OTHER SUBJECTS

Picture study. *Perry Pictures.* The Spirit of '76, 1045; Phœbe and Alice Cary, 5152; sugar-cane, 9472, 2 cts.; "Saved," 893.

Puzzle Pictures in Third Reader.

Conversation. Ways of securing safety: in school, at home, on the street, in the moving-picture theatre. How the telephone helps to keep us safe.

Dramatization. Telephoning acted out.

Language. Ending *s* to verb, if used with *he.* Safety rules.

Health lessons. Danger in the common drinking cup and towel. Value of drinking much water and milk. Avoiding tea and coffee.

Nature study. Animals, usefulness to man to secure safety; animals for food (cattle, sheep, pig); protection (watch dog); clothing (sheep, etc.). The story of sugar. Maple syrup and sugar.

Geography. Kinds of homes; how made safe by telephone, etc.

History. Local. Community needs: fire protection; telephone.

Penmanship. Word Book. Safety rules.

Incidental numbers. Quick reference.

Music. (*a*) "The Little Shoemaker": *Columbia record* A3145.

(*b*) "The Sweet-Pea Ladies": *Columbia record* A3145.

(*c*) "Dancing Song": *Victor record* 17719.

(*d*) "The Squirrel": *Victor record* 18886.

Games. Telephone game, p. 216; Pantomime game, p. 217; compounds, p. 217; Puzzle word game, p. 214.

Handwork. Picture of a drum. Animal silhouettes. Safety poster. Safety rules.

Collections. Pictures of fire-engines, etc.

SONG GAMES, POEMS, AND STORY-TELLING

Song games. (*a*) "A Recipe for a Valentine." Riley and Gaynor's *Songs of Child's World,* 1, p. 93.

(*b*) "Playing Soldiers." Gaynor and Brennan's *Songs for Little Children,* p. 30.

(*c*) "Marching Song." Riley and Gaynor's *Songs of Child's World,* 1, p. 32.

Poems. (*a*) "The Constant Dove." Celia Thaxter. (See p. 346.)

(*b*) "February." F. D. Sherman. (See p. 349.)

(*c*) "Obedience." Phœbe Cary. (See p. 345.)

(*d*) "Hurt no Living Thing." Rossetti. (First Grade Manual, p. 439.)

Story-telling. (*a*) "The Cat that walked by himself." Kipling's *Stories and Poems,* Book 1, p. 75. (R.L.S. 257.)

(*b*) "The Red Thread of Courage." Bryant's *How to Tell Stories,* p. 78.

(*c*) "The Maple Tree's Surprise." Poulsson's *In the Child's World,* p. 259.

(*d*) "The Donkey and the Salt." Cooke's *Nature Myths,* p. 146.

(*e*) "Nahum Prince." (Hale.) Bailey's *Stories Children Need,* p. 151; Poulsson's *In the Child's World,* p. 205.

SUPPLEMENTARY OR PRACTICE READING

I. STORIES IN OTHER READERS

(*a*) **Stories of Knights.**

Knights of the Silver Shield. Riverside Third, p. 234.

King Redbeard. Beacon Third, p. 29.

Saint George and the Dragon. Elson Third, p. 185.

Stories of Knights (con.).
Sir Cleges and the Christmas Cherries. Howe Third, p. 60.

(*b*) **Dick Whittington.**
Beacon Second, p. 113.
Baker and Thorndike Third, p. 250.
Heart of Oak, Book 2, p. 122.
Horace Mann Third, p. 118.

(*c*) **The Tin Soldier.** (Andersen.)
Free and Treadwell Second, p. 81.
Parmly Second, p. 74.
Haliburton Second, p. 119.
Young and Field Third, p. 241.
Holton-Curry Third, p. 119.
Studies in Reading, Third, p. 144.
Howe Third, p. 237.

(*d*) **The Servant of All.** (Keary.)
Howe Third, p. 217.

(*e*) **Clytie.** (Greek.)
Elson Second, p. 173.
Merrill Second, p. 120.
Studies in Reading, Third, p. 44.
Klingensmith's Household Stories, p. 94.

(*f*) **Epaminondas and his Auntie.**
Riverside Second, p. 162.

II. POEMS IN OTHER READERS

(*a*) **The Flag,** by Nesbit.
Natural Method, Third, p. 267.
Riverside Third, p. 104.
Young and Field Third, p. 137.

(*b*) **One, Two, Three,** by H. C. Bunner. (See page 353.)
American School Readers, Third, p. 36.
Baker and Thorndike Third, p. 195.
Merrill Third, p. 67.
Young and Field Third, p. 57.

(*c*) **The Jumblies,** by Edward Lear.
Elson Third, p. 46.
Young and Field Third, p. 190.
Winston Third, p. 167.

(*d*) **Seed Friends,** by Nesbit.
Riverside Third, p. 156.

EXTRA WEEK OF PRACTICE READING

I. STORIES IN OTHER READERS

(*a*) **Pony, Horse, and Donkey stories.**
Old Horses know best. (Russian.) Elson Third, p. 48.
The Dog and the Horse. (Russian.) Elson Third, p. 50.
The Widow's Son. Easy Road to Reading, Third, p. 190.
A Story Told by a Donkey. Winston Second, p. 137.
The Fox and the Colt. Riverside Second, p. 33.

(*b*) **Puss in Boots.**
Heart of Oak, Book 2, p. 111.

(*c*) **The Princess Beautiful.**
Riverside Third, p. 83.

(*d*) **The Travelers and the Bear.** (A play.)
Winston Second, p. 101.

(*e*) **Bible stories.**
David and Goliath. Beacon Second, p. 160; Natural Method, Second, p. 51.
Joseph and Brothers. Young and Field Third, p. 144.
Story of Moses. Young and Field Third, p. 161.
A Great and Wise King. Natural Method, Third, p. 152.
King Solomon's Answer. Riverside Third, p. 195.
Moses. Merrill Third, p. 58.

Bible Stories (con.).
Joseph. Elson Third, p. 162.
David. Elson Third, p. 174.
David and Jonathan. Howe Third, p. 38.
Daniel. American School Readers, Third, p. 238.

(*f*) **Story of Washington.**
Natural Method, Third, p. 206.
Riverside Third, p. 99.
American School Readers, Third, p. 30.
Baker and Thorndike, Third, p. 245.

II. POEMS IN OTHER READERS

(*a*) **Washington's Birthday,** by Sangster.
Elson Third, p. 156.
Natural Method, Third, p. 204.

(*b*) **The Rivulet,** by Lucy Larcom. (See page 346.)
Riverside Third, p. 229.

(*c*) **Foreign Lands,** by R. L. Stevenson. (First Grade Manual, p. 437.)

(*d*) **Chanticleer,** by Celia Thaxter.
Riverside Third, p. 81.

(*e*) **The Dandelion.**
Aldine Second, p. 106.

III. SILENT READING DRILL EXERCISES

Stone's Silent Reader: Book II

GROUP VI

(Animal Tales, pp. 162–189)

Theme. Stories about animals. Their cleverness. Observation of animals. Kindness to them. The mother feeling in birds.

Pictures. Animal pictures; natural animals in one story, dressed-up animals in the other. Puzzle pictures: Stages in a story; flowers; things to do this spring.

Specific objectives.

1. To get the progression of action in a story.
2. To read aloud to find how to dramatize a story.
3. To visualize pictures of a poem.
4. To distinguish thought elements.
5. To get relationship of big and little ideas in study reading.
6. To test speed and knowledge of contents of this Third Reader.

Vocabulary. 10 sight words; 95 phonetic words; 79 variants; 15 compounds. (See page xxxvii.)

Materials.

1. Diagnostic Tests Nos. 64 and 65.[1]

   No. 64. Visualization, page 331.
   No. 65. Rate and comprehension, page 332.

2. Phrases for perception drills:

   you must prove it; holding a council; belted kingfisher; a painted turtle; clustered catkins; the young naturalist; interesting things; special study; a glass aquarium; a half-holiday; Memorial Day; salute the flag; waved a wand; little white nightie.

   Supplying different words at blanks:

   There were ..... (wrens, dens, donkeys, tigers, gnats, spies, the winners).
   It was ..... (an insult, terrible, the army, cunning, Reynard, a battle, an apology).
   They ..... (shrieked, assembled, summoned, charged).

Bird's-eye view of Group VI. The chart on page 229 gives the purpose to be served by the various selections of the group.

[1] Furnished by the publishers in inexpensive form.

	Selections	*Theme*	*Purpose*	*Sight words*
Story interest	**The Bear, the Wolf, and the Wrens,** p. 162.	Victory not always with the strong.	To show how small creatures can win by using their wits.	shrieked, terrible, prove, fierce.
	1st story, p. 163.	The Wren challenges the Bear to battle.	To *bring* out the contrasts.	
	2d story, p. 166.	The gathering of forces and the battle.	To show how using wits will beat mere brawn.	Reynard.
	3d story, p. 170.	How the Bear apologizes.	To show the contrasts.	
	Spring, p. 172. Poem: *Appreciation*	Awakening of flowers in Spring.	To create pictures.	
	Things to do this Spring, p. 174. Article: *Study drill*	Ways to make children alive to nature in Spring.	To teach children to get all the ideas in detail.	swamp, special.
	Why Mr. Billy-Goat's Tail is Short, p. 177. *Story interest*	Mr. Billy-Goat lost his tail through an odd adventure.	To interest children in Joel Chandler Harris's tales.	sociable.
	The Merry Brown Thrush, p. 184. Poem: *Appreciation*	The joy of the thrush in its nest.	To bring out the singing quality of the poem.	
	Who, When, What, How, Where, p. 186 Drill: *Thought elements*	Finding thought elements in sentences.	To quicken children's understanding use of words.	orchard.
	A Trip to Story Book Land, p. 188. Test: *Rate and Comprehension*	What Polly heard and saw in a dream.	To review Third Reader as well as test rate and comprehension.	wand.

Schedule of basal lessons. The lessons for Group VI are as follows:

99. Story 1, "The Insult," pp. 162–165. *Drill XI–a*, p. 220.
100. Story 2, "The War of the Beasts and the Birds," pp. 166–169. *Drill XI–b*, p. 220.
101. Story 2, continued, pp. 166–169. *Drill XI–c*, p. 220.
102. Story 3, "The Apology," pp. 170–171. *Drill X–a*, p. 219.
103. Dramatization, "The Bear, the Wolf, and the Wrens," pp. 162–171. *Drill X–b*, p. 219.
104. Poem, "Spring," pp. 172–173. *Drill X–c*, p. 219.
105. Poem, "Spring," pp. 172–173, continued. *Drill X–d*, p. 219.

106. Study reading, "Things to do this spring," pp. 174–176. *Drill XII–a*, p. 233.
107. Study reading, "Things to do this spring," pp. 174–176, continued. *Drill XII–b*, p. 233.
108. Study reading, "Things to do this spring," pp. 174–176, continued. *Drill XII–c*, p. 233.
109. Study reading, "Things to do this spring," pp. 174–176, continued. *Drill XII–d*, p. 234.
110. Story, "Why Mr. Billy-Goat's Tail is Short," pp. 177–183. *Drill XII–e*, p. 234.
111. Story, "Why Mr. Billy-Goat's Tail is Short," pp. 177–183, continued. *Drill XII–f*, p. 234.
112. Story, "Why Mr. Billy-Goat's Tail is Short," pp. 177–183, continued. *Drill XII–g*, p. 234.
113. Poem, "The Brown Thrush," pp. 184–185. *Test of visualization.* Diagnostic Test No. 64, p. 331.
114. Poem, "The Brown Thrush," pp. 184–185, continued. *Drill XII–h*, p. 234.
115. Silent reading drill, "Who, when, what, how, where," pp. 186–187. *Drill XIII*, p. 236.
116. Silent reading drill, pp. 186–187, continued. *Drill XIII*, p. 236.
117. Silent reading test, "A Trip to Book Land," pp. 188–189. *Rate and Comprehension*, Diagnostic Test No. 65, p. 332.
118. Silent reading test, continued, pp. 188–189.
119. Entertainment: A Story Party. Motivated Review, pp. 162–189.

OPTIONAL AND SUPPLEMENTARY

I. Summary and review of phonetics. See page 239.
II. Correlation with other subjects. See page 243.
III. Song games, poems, and story-telling. See page 244.
IV. Supplementary reading. See page 244.
V. An extra week of practice reading. See page 245.

THE BEAR, THE WOLF, AND THE WRENS

1. THE INSULT (pp. 162–165)

Word study. 1. Sight words: [1]***shrieked***, [11]***ter'ri-ble***, [12]***prove***, [14]***fierce***.
2. Phonetic words: *wrens, insult,* [11]*dens,* [14]*suffer.*
3. Review Short Vowel Combinations, page 240.
4. Seat work: Problem 3, page 240.

Introduction. Review bird stories. Find which birds the children know. Have a picture of a wren to show how tiny it is.

Silent reading. *To see how to play the story.*

Find *when* and *where* the story took place. Tell the conversation. What is funny in the picture on page 165?

Oral reading. Practice, for playing story later.

Something to do. Draw and color: (*a*) A nest with young wrens in it, or (*b*) the bear and the wolf.

2. THE WAR OF THE BEASTS AND THE BIRDS (pp. 166–169)

Word study. 1. Sight word: [8]***Rey-nard'*** (Rā'nard). Do not drill on an unusual word like this. Pronunciation is indicated for the teacher's convenience.

2. Phonetic words: [4]*as-sem'bled*, [4]*donk'eys*, [4]*ti'ger*, [5]*gnats* (silent *g*), [5]*sum'moned*, [7]*spies*, [7]*gen'er-al*, [7]*ar'my*, [7]*cun'ning*, [7]*coun'cil*, [8]*fa'mous*, [9]*charge*, [11]*bat'tle*, [12]*bel'low-ing*, [13]*whir'ring*, [14]*sting*, [15]*hind*, [16]*droop*.

3. Review Long Vowels, page 241, and Silent Letters, page 243.

4. Seat work: Problem 5, page 241.

Introduction. Story reviewed. — Who would you think had more chance to win — beasts or birds and insects? . . . Why? . . .

Silent reading. To find out how to play story.

Thought questions. 1. Tell other beasts that came for the bear. . . . 2. Tell other birds that might come to help the wrens. . . . 3. Why were the gnats good spies? . . . 4. How did the two armies come? . . . [Rushing, roaring, bellowing, whirring, flapping, buzzing] . . . 5. Tell why the beasts lost the battle. . . . 6. Explain the pictures on pages 166 and 169. . . .

Organization. 7. How did the bear get ready? [3–4, 8–9] 8. How did the wren get ready for the battle? [5–7, 8–10] 9. Describe the battle. [11–17]

Oral reading. To act the scene at the nest; the wrens' council; the beasts'.

3. THE APOLOGY (pp. 170–171)

Word study. 1. Phonetic words: *a-pol'o-gy*, [2]*win'ners*, [9]*ac-cept'*.

2. Review Other Short Vowels, page 240.

3. Seat work: Problem 4, page 240.

Introduction. Story retold. — Was the fox a brave leader?

Silent reading. *To find puzzle pictures.*

A. Section 7. "Father Wren pecked ..... apology."
B. Section 2. "The Wren flew home to his children."
C. Section 8. "I am sorry ..... Growler."
D. Section 6. "Old Growler ..... den."

Oral reading. To act story.

Dramatization. Play the story:

Act 1. The Insult. Bear, wolf, wrens.
Act 2. The Council of War. Beasts, Birds, and Insects.
Act 3. The Apology. Bear, Wrens.

SPRING (pp. 172–173)

Word study. 1. Phonetic words: *po'em*, [1]*al'der* (call), [1]*pow'der-y*, [3]*gay*, [3]*rip'ple*, [4]*col'um-bine*, [4]*dan'de-li-ons*, [5]*dais'ies*, [6]*clo'ver*.

2. Review Phonograms, page 239, and Rules, *a*, *b*, *c*, *d*, page 242.

3. Seat work: (*a*) Problems 1 and 2, page 240; (*b*) Problem 14, page 243.

Introduction. Build background for understanding. — How does spring differ from autumn? . . . What come in the spring-time? . . . Name different flowers . . . [pussy willows, buttercups, columbine, dandelions, daisies, violets, clover]. . . . What do the trees do? Which trees have pretty buds or flowers? . . . [maple, alder, etc.]

Oral reading by teacher.

Silent reading. Introduction in book. Children read to find flowers, and how each is spoken of.

Puzzle pictures. Find the lines that the pictures illustrate:

A. [4]scarlet columbine	D. [5]many daisies	G. [1]willow buds
B. [6]the violet	E. [4]dandelions	H. [3]green grass
C. [4]buttercups	F. [6]red clover	I. [1]alder's powdery curls

Oral reading. Alternate and relay. (See page 215.)

Learn the poem.

Note for the teacher: Celia Thaxter has written delightful poems and stories for children.

THINGS TO DO THIS SPRING (pp. 174–176)

Drill XII

Word study. 1. Sight words: [2]***swamp***, [5]***special*** (*shal*).

2. Easy phonetic words: [1]*in-vert'*, [1]*limb* (silent *b*), [2]*salt*, [2]*marsh*, [3]*haunts*, [3]*land'scape*, [4]*bel'ted*, [4]*tur'tle*, [4]*clus'tered*, [4]*cat'kins*, [5]*col-lect'*, [5]*ves'sels*, [5]*af-ford'*, [5]*min'nows*, [5]*bee'tles*.

3. More difficult words; good practice in syllabication:

[1]dis-turb'ing	[3]im-pres'sions	[5]in'ter-est-ing
[2]ex-cur'sions	[3]al'to-geth'er (call)	[5]or'di-na-ry
[2]un-in-hab'it-ed	[4]nat'ur-al-ist	[5]a-qua'ri-um

4. Review Prefixes, page 242; Endings, *s* and *es*, and *er, en, sion, ous, ies,* and *ie,* page 241.

5. Seat work: (*a*) Problem 13, page 242; (*b*) Problem 7, page 242; (*c*) Problem 11, page 242.

(*d*) Make compounds by joining *four, clothes, fresh, sea, land, king, leaf, water, play, sun, May,* and *May* with the following:

....scape	....pole	....buds	....plants	....room	....pole
....footed	....shore	....water	....fisher	....light	....day

Procedures. *Drill XII.* The following exercises should be done at different times, as indicated in the schedule of lessons on page 230.

Full-period Procedures

a. Rapid scanning to find main ideas: "Things to do this Spring." (See page 141.)

1. Put up a bird-house.
2. Make four excursions.
3. Get birds, animals, landscape on these excursions.
4. Go fishing.
5. Watch frogs' eggs grow into frogs.

b. Finding thought elements in paragraphs.

1. *What* [make bird-house]; *where* [under window, on clothes-pole, or tree]; *how* [invert pan over pole or limb of tree]; *why* [keep off cats].
2. *What* [four excursions to take]; *where* [pond in woods, swamp, salt marsh or meadow, sea-shore].
3. *What* [find birds, animals, landscape]; *why* [different kinds].
4. *Who* [boy, girl]; *what* [go fishing]; *where* [pond, river]; *how* [pole, hope, seeing things around you, sitting still]; *seeing what things* [kingfisher, turtle, leaf-buds, catkins].
5. *Who* [you]; *what* [special study of frogs' eggs]; *where* [in glass vessels, aquarium]; *how* [special study]; *of what* [frogs' eggs, tadpoles, plants, minnows, snails, turtles, water-beetles].

c. Puzzle pictures. Re-read to find line that describes each picture.

A. Section 1. "If the bird-house ..... pan."
B. Section 5. "a few green water-plants."
C. Section 5. "a small glass aquarium."
D. Section 4. "a painted turtle."
E. Section 4. "a good thing ..... sit still."
F. Section 5. "some frogs' eggs."
G. Section 5. "tadpoles."
H. Section 2. "a small pond in the woods."
I. Section 4. "a belted kingfisher."
J. Section 5. "a snail."
K. Section 5. "a few minnows."
L. Section 4. "clustered catkins."
M. Section 4. "a fishing-pole."
N. Section 5. "frogs."
O. Section 4. "leaf-buds."
P. Section 2. "rocky or sandy shore."

d. Copy the list of words (Word Study 3) on the board with the section number to each. Read aloud to bring out the meanings.

Five-minute Drills

e. Make five placards (Bird-house, Excursions, Animals and plants, Fishing, Aquarium). Children pin on and read aloud.

f. See page 142.

g. See page 142.

h. See page 142.

Something to do. (*a*) Have an aquarium in the schoolroom and watch frogs' eggs turn into tadpoles and later frogs.

(*b*) Put up a bird-box according to directions.

(*c*) Take one of the four excursions.

WHY MR. BILLY-GOAT'S TAIL IS SHORT (pp. 177–182)

Word study. (Three lessons.) 1. Sight word: [5]***so'ci-able.***

2 Easy phonetic words: [6]*apt*, [6]*horns*, [6]*quit*, [7]*porch*, [7]*heel*, [12]*fiddle*, [12]*tuned*, [16]*beard*, [19]*broom*, [23]*stroke*, [24]*jan-weed*, [24]*yan-weed*, [24]*tan-weed*, [25]*ache*, [26]*dare*, [26]*fling*.

3. Longer phonetic words:

[1]re-marked'	[4]hol'i-day	[12]lev'el
[1]dwin'dled	[4]pos'si-ble	[14]ex-claimed'
[1]sta'ble	[6]par'a-sol	[16]con-tin'ued
[4]a-mount'	[10]un-latch'ing	[18]de-pend'ed

Note: Copy these words on the board (but not divided into syllables as here given for the teacher's convenience); have the children watch for them, and talk about their meanings in connection with the other words (in context).

This story is to show what endurance the class has in reading a long story at one stretch. Three days are planned for the story in the Schedule of basal lessons: (*1*) rapid silent reading for the story; (*2*) careful silent reading for Puzzle Pictures, etc.; and (*3*) Oral reading lesson.

The new phonetic words have been largely prepared for in the Phonetic Review and Seat work problems.

4. Review Endings *le* and *ed*, page 241; and New Sounds, page 243.

5. Seat work: (*a*) Problem 13, page 242; (*b*) Problem 6, page 241.

(*c*) Puzzle Word Game. Third Reader, back lining. Find another word in ten of the words from 1–15.

Introduction. Through author. Second Reader: "Who is the Strongest?" Talk about getting Joel Chandler Harris's books at the Library.

Who are Mr. Rabbit, Mr. Thimblefinger, Buster John, and Sweetest Susan?

Silent reading. *First Reading for practice in endurance.* Children answer the questions on page 182.

Thought questions. 1. Who is the quicker thinker — Mr. Billy-Goat or Mr. Dog? . . . 2. How is Mr. Wolf like Sly Fox? . . .

Organization. 3. Find the section numbers for Getting Ready to Tell a Story [1–4], on the road [5–6], on Mr. Wolf's porch [7–19], running away [20–23], on the bank of the creek [24–27], talking about the story [28–29].

Puzzle pictures. Re-read silently to find the parts illustrated.

A. [24]"squeezed a drop .... horns"
B. [12]"took down his fiddle .... play."
C. [19]"he knocked the broom .... him."
D. [27]"seized the white rock ..... Dog"
E. [7]"Mr. Wolf opened his window .... out."
F. [5]"talking and laughing in a sociable way."

Oral reading. Relay practice for Story Party, page 213. Have two children act as Mrs. Meadows and Mr. Thimblefinger; sit up front and offer suggestions for improvement.

Dramatization. Play the story. See what suggestions the children offer to get around the difficulty of the white rock.

Something to do. (*a*) Make pictures of Mr. Billy-Goat, Mr. Dog, or Mr. Wolf. (*b*) Draw Mr. Rabbit as he was when this happened (section 29).

THE BROWN THRUSH (pp. 184–185)

Word study. 1. Phonetic words: [2]*ju'ni-per*, [2]*sor'row*.

2. Review Contractions, page 243; and Rules (*e*), (*f*), (*g*), (*h*), page 243.

3. Seat work: (*a*) Problem 15, page 243.

(*b*) Puzzle Word Game. Third Reader, back lining. Find smaller words in ten of the words from 16 to 30. Rearrange letters, if necessary.

Introduction. Before reading a poem to the children, it is wise to set the scene. In this poem, for instance, children cannot visualize unless they know what a thrush is, and a juniper tree. The picture is intended to give an idea of the general shape, size, and character of the juniper tree.

Picture study: Find the nest in the tree. Show a picture of the thrush. Tell about its beautiful song. Tell how it likes to sing the same thing twice.

Oral reading by teacher, as children listen.

Oral reading. Teacher reads; children read softly with her. Bring out the bird song parts, shown in the quotation marks. Call them Bird Parts.

Read alternately, teacher reading Book Part; children, Bird Parts. Then change, so children read the Book Part.

Find in each stanza the places where the bird repeats his idea.

Is the bird happy? Why? Show that happiness in the reading.

Learn the poem.

Note to teacher: Lucy Larcom has written some classic verse for children.

Test of visualization. Diagnostic Test No. 64, p. 331.

WHO, WHEN, WHAT, HOW, WHERE (pp. 186–187)

Word study. 1. Sight word: ***or'chard.***

2. Phonetic words: *zoo, sa-lu'ted, Me-mo'ri-al, graves, daf'fo-dils, struts.*

3. Review Endings *ly, ful, ness, y,* page 241.

4. Seat work: (*a*) Problem 8, page 242; (*b*) Problem 10, page 242.

Full-period Procedures

This is the last drill in finding thought elements. Show the children that *all* of them are given here.

q. Take sentences in order. Call for *who, when, what* (did what), *how,* or *where,* following a different order, however, but drawing out all these thought elements.

Note: These exercises are an excellent introduction to grammar: for they teach children in practice the logical relationships upon which grammar rests. These should never be presented as facts of grammar, however, for at this early age the children are merely laying the foundations of logical, discriminating thinking.

r. Sentences in mixed order.

Thought questions. 1. Find the sentence that refers to a story in the book [4]; to a poem [3]; to holidays [14, 15, 16, 17, 19, 20, 22].

2. Tell in which month each holiday comes. 3. Tell what it celebrates.

Five-minute Drills: Drill XIII

In the ten daily drills used for five-minute periods in Group VII (Schedule of Basal Lessons, page 249), the teacher should build on an out-of-the-way part of the blackboard the outline on page 237, sentence by sentence, as used for the drills, and let it stand before the children's eyes, thus impressing the elements. See page 238 for the drills.

BLACKBOARD OUTLINE OF THOUGHT ELEMENTS BUILT UP GRADUALLY IN CLASS

	Who	Did what	When	Where	How
1	The baby	played	all day	in the playroom	happily
2	The fish	were biting	this summer	in the river	fast
3	The brown thrush	sang	this spring	in a tree in the orchard	merrily
4	Mr. Wolf	threw a rock	one day	at the creek	angrily
5	The fairies	speak	at night	in the woods	in whispers
6	An elephant	tramped up and down	one night	in the jungle	with a dreadful noise
7	Mother	sang to the baby	every evening	upstairs	softly
8	The man	talked	this morning	in the store	crossly
9	The children	visit the animals	in the spring	at the zoo	gladly
10	The monkeys	chattered	in the morning	in their cages	loudly
11	The pussy cat	purred	all night	in front of the fire	softly
12	The boys	saluted the flag	this afternoon	on the street	proudly
13	The soldiers	lay flowers	on Memorial Day	on the graves	sadly
14	The daffodils	shake out their dresses	at Easter	in the sunlight	joyfully
15	The children	plant a tree	on Arbor Day	in the schoolyard	proudly
16	The goblins	tapped	on Halloween Night	on the window-panes	softly
17	The baby birds	chirp	in the spring time	in their nests	cheerfully
18	The turkey	struts	at Thanksgiving time	in the barnyard	proudly
19	Tom	hung up his stocking	on Christmas Eve	by the chimney	joyfully
20	The Wind and the Rain	danced	one April day	down the street	merrily
21	The boys and girls	will dance	on May-day	around the May-Pole	joyfully

Five-minute Drills: Drill XIII

a. The children will find *who, what, when, where,* and *how* elements in sentences 1, 2, and 3; and the teacher will write these on the board under the proper topic as the children give them. (See page 237.)

b. Same procedure for sentences 4, 5, and 6.

c. Same procedure for sentences 7, 8, and 9.

d. Same procedure for sentence 10. Review the words under the various topics from the board. Find the ending most used to tell *how (ly)*. Read the sentences, taking the elements in different orders, beginning with *when,* or *how,* etc.

e. Find the *who, what, when, where,* and *how* for sentences 11, 12, and 13, and add them to the outline.

f. Same procedure for sentences 14, 15, and 16.

g. Same procedure for sentences 17, 18, and 19.

h. Same procedure for sentences 20 and 21.

i. Review words under the various heads in the outline on the board, for sentences 11 to 21.

j. Read the sentences, beginning with a different element (*who, when, where,* or *how*), each time to show different ways to say the same idea; as,

(who) The baby played happily in the playroom all day.
(when) All day the baby played happily in the playroom.
(where) In the playroom the baby played happily all day.
(how) Happily the baby played all day in the playroom.

k. Game. The teacher calls a number and says *who, when, where,* or *how;* and the children find the sentence and rearrange it to begin with the element she called, saying the sentence aloud in that way; as,

TEACHER. No. 3 — *who.*
CHILD. The brown thrush this spring sang merrily in a tree in the orchard.
TEACHER. No. 8 — *when.*
CHILD. This morning the man in the store talked crossly.

Note: This drill (*k*) is used for five-minute drills during the work on Group VIII, and should not be taken now.

A TRIP TO STORY BOOK LAND (pp. 188–189)

Word study. 1. Sight word: ***wand.***

2. Phonetic word: *whisk.*

3. Review Ending *ing*, page 241; whatever the class needs.

4. Teach *wand.*

5. Seat work: Problem 9, page 242.

Silent reading test. Diagnostic Test No. 65, page 332.

Note: This is a test of rate and comprehension, but the latter involves understanding not only of the test in the book, but also of the different selections in the Third Reader.

Talking about the test. Review the stories referred to sufficiently to make the reference clear.

Note: The answer to the 5th question (*wrens*) is found on p. 163 of the Third Reader; to the 8th question (*shoe*), on p. 97; to the 9th (*two dogs*) on p. 127; and to the 10th question (*tail*), on p. 182.

AN EASTER (OR THANKSGIVING) PROGRAM

A Poem in Relay. "Spring," p. 172..... 6 children

A Reading in Relay. "Why Mr. Billy-Goat's Tail is Short," p. 177.....selected children

Talks. Things to do this Spring, p. 174..... 5 children with placards

A Story Retold. "A Trip to Story Book Land," p. 188..... 1 child

A Play. "The Bear, the Wolf, and the Wrens," p. 162..... The class

A Poem in Relay. "The Brown Thrush," p. 184..... 3 children

SUMMARY AND REVIEW OF PHONETICS OF GROUP III

Note: Lists referred to in Seat Work Problems should be copied on the board by the teacher.

I. Phonograms used in Group VI vocabulary.

AY
gay
holi*day*

AR
*ar*my
*ch*arge
*m*ar*sh*
re*m*ar*k*

AU
*ha*unts

ALL, AL
*al*der
*sal*t
*al*together

EE
b*ee*tle
h*ee*l

ER
suff*er*
gener*al*
winn*er*
ald*er*
powd*er*y
inv*er*t
clust*er*
int*er*est
juniper

IR
wh*ir*

IND
h*ind*

OR
*or*dinary
*af*f*or*d
h*or*n
p*or*ch
*or*chard

OO
br*oo*m
dr*oo*p
zoo

OW (cow)
p*ow*dery

OW (know)
bell*ow*
minn*ow*
sorr*ow*

OU(round)
c*ou*ncil
am*ou*nt

UR
dist*ur*b
exc*ur*sion
t*ur*tle

Y
spy

Seat Work Problems

1. Write key words for AY, AR, AU, ALL, EE, ER, IR, IND, OR, OO, OW, OU, and UR.
2. Rearrange the above words under the key words.

II. Short vowel combinations in jingles. See page 3.

Fun jingle		*Pup jingle*	*Cub jingle*	*Bell jingle*	*Bus jingle*
wr*en*	*uninh*abited	r*i*pple	pr*o*bably	st*ing*	*a*ssemble
*in*sult	catk*in*	*a*pt	uninh*a*bited	fl*ing*	d*i*sturb
d*en*	*in*terest				impression
*in*vert	m*i*nnow	***Drum jingle***	***Nut jingle***	***Trunk jingle***	cl*u*ster
g*e*neral	dw*i*ndle	ass*e*mble	gn*a*t	d*o*nkey	v*e*ssel
c*u*nning	c*o*nt*i*nue	s*u*mmon	b*a*ttle		possible
w*i*nner	j*a*n-weed	p*o*em	horn*e*t	***Mud jingle***	
d*a*ndelion	y*a*n-weed	col*u*mbine	uninhab*i*ted	f*i*ddle	***Muff jingle***
	t*a*n-weed	l*i*mb	c*a*tkins		s*u*ffer
		*im*pression	n*a*tural	***Dust jingle***	*a*fford
		aquari*u*m	qu*i*t	natural*i*st	da*f*fodils
			unl*a*tch	inter*e*st	
			str*u*t		

Seat Work Problem

3. The children will rearrange the words under the five vowel sounds, according to the italicized syllables; as,

a	*e*	*i*	*o*	*u*
d*a*ndelion	wr*e*n	*i*nsult	c*o*ntinue	c*u*nning

III. Other short vowels.

Short *a* (am)	Short *e* (end)	Short *i* (ill)		Short *o* (odd)	Short *u* (up)
*a*ccept	accept	terr*i*ble	jun*i*per	s*o*rrow	aquari*u*m
p*a*rasol	altog*e*ther	ord*i*nary	memor*i*al		
	coll*e*ct	hol*i*day	aquar*i*um		
	l*e*vel	poss*i*ble			

and, end, ind, ond, und

dep*end*

al, el, il, ol, ul

ins*ul*t	b*e*llow	b*e*lted	h*o*liday	c*o*lumbine
counc*il*	ap*o*logy	c*o*llect	paras*o*l	daffod*il*

ask, esk, isk, osk, usk

wh*isk*

Seat Work Problem

4. Rearrange under the five short vowel sounds.

IV. Long vowels. Key words given.

Note: Long vowel phonograms are given to emphasize the similarity in sound.

Long *a* (ate)	**Long *e*** (eve)	**Long *i*** (ice)	**Long *o*** (old)	**Long *u*** (use)
fa′mous	be*e*tle	ti′ger	po′em	*u*tuned
a-qua′rium	h*ee*l	dan′de-li-on	clo′ver	sa-lute′
sta′ble		h*i*nd	Me-mo′ri-al	
g*ay*		sp*y*	sor′r*ow*	

Seat Work Problem

5. Arrange the words alphabetically under long vowels. Memorize the key words.

V. Endings.

Final *y*	***ing***		***ly***	***le***	***ful***	***er***
donke*y*	insult*ing*	neighbor*ing*	particular*ly*	terrib*le*	joy*ful*	suff*er*
arm*y*	cunn*ing*	disturb*ing*	like*ly*	assemb*le*	cheer*ful*	winn*er*
apology	shriek*ing*	hurt*ing*	instant*ly*	batt*le*		Growl*er*
powdery	rush*ing*	learn*ing*	angri*ly*	settle	***ness***	ald*er*
rock*y*	roar*ing*	interest*ing*	joyfu*lly*	ripple	sly*ness*	clov*er*
sand*y*	bellow*ing*	unlatch*ing*	cheerfu*lly*	turtle		altogeth*er*
ordinary	whirr*ing*	sleep*ing*		beetle	***ies***	cluster
body	flapp*ing*	wink*ing*	***sion*** (shun)	dwindle	spi*es*	show*er*
mighty	buzz*ing*	tapp*ing*	excur*sion*	stable	arm*ies*	speak*er*
	chatter*ing*		impress*ion*	possible	dais*ies*	junip*er*
		ie* = *e		sociable	stor*ies*	Easter
		night*ie*	***ous*** (us)	fiddle		
			fam*ous*	handle	***en***	
					spoke*n*	
					sudde*n*	

ed (* new words; others, variants)

*shrieked	*summoned	*belted	tramped	*tuned	*tripped
punished	discovered	*clustered	flirted	*exclaimed	purred
*insulted	crawled	*remarked	smelled	*continued	*saluted
*assembled	*uninhabited	*dwindled	acted	*depended	

s, es (* new words; others, variants)

*wrens	*spies	curls	*haunts	*vessels	visits	*graves
*dens	lives (i)	*dandelions	besides	*minnows	speakers	*daffodils
*donkeys	*armies	*daisies	*impressions	*beetles	whispers	goblins
creatures	*winners	peeps	*catkins	hangs	monkeys	struts
*gnats	begs	*excursions	frogs	*horns	cages	

Seat Work Problems

6. Final *ed*. (*a*) Rearrange words under the three sounds *ed*, *d*, and *t*.
   (*b*) Find the words that dropped *e* before *ed*. [assemble, dwindle, tune, continue, salute.]
   (*c*) Find words that doubled the final consonant before adding to the word. [*tripped* from *trip; purr* and *smell* the original words.]

7. Final *s* and *es*. (*a*) Arrange words with the word *three* or *she* in front of them. Which word cannot be used with *she* or *three*? [*besides*.] Put a cross to it.

8. Final *ly*, *ful*, and *ness*. Make other words from these, by dropping the ending. Which one must you change? [*angri* to *angry*.]

9. Final *ing*. Arrange alphabetically. Pronounce very distinctly, carefully enunciating *ing*.

10. Final *y*. Pronounce the words. Then find another word in each word and write it beside it.

11. Final *er*, *en*, *sion*, *ous*, *ies*, and *ie*. Copy on board in mixed order. Children re-arrange and underline endings.

12. Final *le*. Arrange alphabetically.

VI. Prefixes.

ex	*dis*	*im*	*in*	*re*	*con*	*de*	*un*
*ex*cursion	*dis*turb	*im*pression	*in*sult	*re*mark	*con*tinue	*de*pend	*un*inhabited
*ex*claim			*in*vert				*un*latch
			*in*stantly				

Seat Work Problem

13. Form words by joining these prefixes to the following:

. . . .mark	. . . .vert	. . . .turb	. . . .claim	. . . .pression
. . . .tinue	. . . .cursion	. . . .stantly	. . . .sult	

VII. Rules.

(*a*) "**Little Lazy *e***"

columbine	tune	ache	salute
landscape	stroke	dare	grave

(*b*) "**Bossy Letter**"

spies daisies exclaim continue beard

(*c*) "***c* before *e*, *i*, or *y***"

fierce council sociable

(*d*) "***g* before *e*, *i*, or *y***"

general apology

(*e*) "Final ***y*** changes to ***i*** before endings"

angri*ly* (angry)	armi*es* (army)	stori*es* (story)
spi*es* (spy)	daisi*es* (daisy)	

(*f*) "The single final consonant in a short vowel syllable is doubled before endings"

whirring (whir)	winner (win)
flapping (flap)	tripped (trip)
tapping (tap)	

(*g*) "Final *e* is dropped before endings ***ing, ed, er***"

assembl*ed* (assemble) tun*ed* (tune) salut*ed* (salute)
dwindl*ed* (dwindle) continu*ed* (continue)

(*h*) The ending ***tion*** usually has the sound of ***shun.***

excursion (shun) impression (shun)

Seat Work Problems

14. Copy (*a*), (*b*), (*c*), and (*d*) in mixed order. Children arrange under rules, underlining letters that say names, and *c*, and *g*.

15. The teacher will copy the rules *e–h* on the board and beside them put the list of eighteen words that illustrate them. The children will group the words under rules.

VIII. Silent letters: *g* and *b*.

*g*nat (g) lim*b* (b)

IX. Contractions: does*n't*, he'*d* (would), world's (is).

X. New sounds:

(*a*) *a* as in *ask:* a-qua'ri-um

(*b*) *e* as in *delay.*

dan'de-li-ons re-mark' me-mo'ri-al

CORRELATION WITH OTHER SUBJECTS

Picture study. *Perry Pictures.* Bear, 9397, 2 cts.; wolf, 835; tiger, 1310; elephant, 1302; lion, 541; donkey, 556 or 560E; menagerie, 828; bird-box, 3160; fox, 9182, 2 cts.; columbine, 9356, 2 cts.; violet, 9478, 2 cts.; Celia Thaxter, 59; Lucy Larcom, 54; Pied Piper, 6990, 2 cts.; kingfisher, 9017, 2 cts.; seashore, 592; goat, 561; wren, 9086, 2 cts.; thrush, 9049, 2 cts.; Song of lark, 575; lark, 9029, 2 cts.

Puzzle pictures in Third Reader.

Conversation. Stories about animals: their clever tricks, their faithfulness to a master (dog); circus "stunts." How to treat animals.

Dramatization. "Bear, Wolf, and Wrens."

Language. Words with "three" or "she" before to get right forms. Rules for phonetic spelling.

Health lessons. Why we need sleep. Length of time. Time to go to bed and get up. Open windows in the bedroom.

Nature study. Study of the wren; his home; how he is fed; how he flies; how the little birds learn; his language; how he eats and sleeps. Care shown to birds' nests and eggs. Spring flowers.

Geography. Seasonal changes (spring). The farm and its products.

Penmanship. Work Book.

Incidental numbers. Quick reference.

Music. (*a*) "Violets": *Victor record* 17625.

(*b*) "Pussy Willow": *Columbia record* A3146.

(*c*) "The Daisy": *Columbia record* A3147.

(*d*) "The Dandelion": *Columbia record* A3147.

(*e*) "My Fiddle": *Columbia record* A3147.

Games. Compounds, p. 233; Puzzle word game, p. 234.

Handwork. Pictures: birds' nest, bear, wolf, aquarium, bird-box; pictures of Mr. Billy-Goat, Mr. Dog, and Mr. Wolf.

Collections. Bird's nests (by location, not disturbing eggs or young). Spring flowers, one only of each. Caution against uprooting flowers. Things for an aquarium.

SONG GAMES, POEMS, AND STORY-TELLING

Song games. (*a*) "September." Rust and Jenks' *Song Echoes*, p. 42.

(*b*) "Robin Redbreast." Riley and Gaynor's *Songs of Child's World*, 1, p. 73.

(*c*) "The Alder by the River." Rust and Jenks' *Song Echoes*, p. 42.

Poems. (*a*) "If I were a Sunbeam." Lucy Larcom. (See p. 346.)

(*b*) "Bird Thoughts." Poulsson's *In the Child's World*, p. 16.

(*c*) "March" and "April." F. D. Sherman. (See p. 349.)

(*d*) "The Little Plant." Kate L. Brown. (First Grade Manual, p. 440.)

Story-telling. (*a*) "Stories of Siegfried." Aken's *Opera Stories from Wagner*, p. 68.

(*b*) "Legend of Arbutus." Bailey's *For the Children's Hour*, p. 191; Poulsson's *In the Child's World*, p. 375.

(*c*) "How the Cat Outwitted the Fox." Johnson: *Fairy Tale Foxes*, p. 179.

(*d*) "Narcissus." Klingensmith's *Household Tales*, p. 88.

(*e*) "The Happy Prince." (Wilde.) Bailey's *Stories Children Need*, p. 164.

SUPPLEMENTARY OR PRACTICE READING

I. STORIES IN OTHER READERS

(*a*) **Animal stories.**

The Grateful Beasts. American School Readers, Third, p. 138.

Two Elephant Stories. Easy Road to Reading, Third, p. 240.

The Timid Rabbits. Free and Treadwell Second, p. 17.

Queer Chickens. Aldine Second, p. 30.

Three Faithful Beasts. Young and Field Second, p. 75.

Reynard the Fox. Beacon Third, p. 241.

The Fox and the Wolf. Studies in Reading, Third, p. 73.

Prince Roland (white cat). Story Hour, Book 2, p. 103.

The Monkey and the Crocodile. Winston Second, p. 85.

The Little Jackal and the Alligator. (Bryant.) Riverside Second, p. 153; Merrill Second, p. 65.

Lilly Etta and Wee Bruin. Story Hour, Book 2, p. 68.

Ant and Mouse. Aldine Second, p. 57.

Monkey and Elephant. Child's World, Second, p. 35.

Fox and Cock. Free and Treadwell Second, p. 20.

Why the Dog is Enemy of the Cat. Winston Second, p. 25.

The Hare and the Hedgehog. Merrill Second, p. 71.

Why Lion Liked Elephant. Winston Second, p. 122.

(*b*) **Beauty and the Beast.**

Riverside Third, p. 38.

Studies in Reading, Third, p. 182.

(*c*) **The Ugly Duckling.** (Andersen.)
Merrill Second, p. 105.
Progressive Road, Second, p. 61.
Edson-Laing Second, p. 135.
Baker and Thorndike Third, p. 207.
Free and Treadwell Third, p. 53.
Young and Field Third, p. 251.
Elson Third, p. 257.
Horace Mann Third, p. 151.
Klingensmith's Household Stories, p. 42.

(*d*) **A Lesson in Politeness.**
Riverside Third, p. 90.

(*e*) **Androcles and the Lion.**
Merrill Second, p. 159.
Beacon Third, p. 46.

(*f*) **Irmgard's Cow.** (Lindsay.)
Child's World, Second, p. 178.

II. POEMS IN OTHER READERS

(*a*) **Robin Redbreast,** by Allingham.
Story Hour, Third, p. 130.
Natural Method, Third, p. 1.
Holton-Curry Third, p. 165.
Elson Third, p. 214.
Horace Mann Third, p. 113.
Free and Treadwell Third, p. 158.
Haliburton Second, pp. 15, 16.
Young and Field Third, p. 275.

(*b*) **Sweet and Low,** by Tennyson. (See page 353.)
Baker and Thorndike Third, p. 132.
Aldine Second, p. 81.
Free and Treadwell Third, p. 251.

(*c*) **The Duel,** by Eugene Field.
Free and Treadwell Third, p. 125.

(*d*) **My Lady Wind.**
Riverside Third, p. 124.

EXTRA WEEK OF PRACTICE READING

I. STORIES IN OTHER READERS

(*a*) **Bird stories.**
Why Ravens Croak. Aldine Second, p. 18.
The Lark and Child. Merrill Second, p. 10.
Princess Lily. Story Hour, Bk. 2, p. 157.
Meadow Lark's Concert. Story Hour, Book 2, p. 196.
Mrs. Partridge's Errand. Riverside Third, p. 28.
The Crow. (Burroughs.) Riverside Third, p. 230.
Two Out of the Bag. Beacon Third, p. 76.
The Skylark's Spurs. Elson Third, p. 38.
The Turkey's Nest. (Lindsay.) Studies in Reading, Third, p. 97.
Coming and Going. (Beecher.) Studies in Reading, Third, p. 247; American School Readers, Third, p. 196.
Polly's Pranks. Howe Third, p. 28.
Ickter, the Oriole. Horace Mann Third, p. 86.
Six Swans. (Grimm.) American School Readers, Third, p. 181.

(*b*) **The House in the Wood.** (Grimm.)
Beacon Third, p. 166.
Merrill Third, p. 80.

(*c*) **The Bell of Atri.**
Elson Second, p. 87.
Beacon Second, p. 92.
Haliburton Second, p. 108.
Merrill Third, p. 90.
Studies in Reading, Third, p. 229.
Lincoln Third, p. 24.

(*d*) **The Wolf and the Crane.** (Play.)
Young and Field, Book 2, p. 49.

(*e*) **Old Greek stories.**
Gods of Olympus. Young and Field Third, p. 193.
Phaeton. Young and Field Third, p. 197; Klingensmith, p. 98.
Diana and Apollo. Story Hour, Third, p. 72; Klingensmith, pp. 101, 103.
Great and Little Bear. (Callisto.) Story Hour, Third, p. 120.
Naming of a Great City. Merrill Third, p. 112.
Arachne. Merrill Third, p. 115; Klingensmith, p. 48; Cooke's Nature Myths, p. 124.
Dædalus. Merrill Third, p. 199.

(*f*) **Story of Andersen.** (H. C.)
Gordon Third, p. 182.
Young and Field Third, p. 233.

II. POEMS IN OTHER READERS

(*a*) **The Village Blacksmith.** (Longfellow.) (See page 343.)
Howe Third, p. 139.

(*b*) **Waiting to Grow,** by French.
Natural Method, Third, p. 169.

(*c*) **What Children Say,** by Showalter.
Studies in Reading, Third, p. 64.

(*d*) **The Sandman,** by Van Vorst.
Aldine Second, p. 138.

(*e*) **A Secret.**
Story Hour, Second, p. 195.

III. SILENT READING DRILL EXERCISES

Stone: Silent Reader, Book II.

GROUP VII

(Make-believe Tales, pp. 190–222)

Theme. Make-believe. "Make-believe" people: April Fool Imp and Brownie. "Make-believe" places: "April Fool" land. "Making-believe" that flowers are people (tulip).

Pictures. April Fool pictures with ingenious representation of "April Fool" tricks. Brownie and old crone — characters of a poem. Simplicity emphasizes the effect.

Specific objectives.

1. To answer questions put on the board for preparing a lesson.
2. To train endurance by reading more rapidly.
3. To force out a more vivid visualization.
4. To enjoy a longer poem and read it aloud with ease.
5. To check up on faults of individuals and have a crusade for conquering them.
6. To test vocabulary and study reading.

Vocabulary. 10 sight words; 124 phonetic words; 127 variants; 21 compounds. (See page xxxvii.)

Materials.

1. Diagnostic Tests Nos. 66–68.[1]

   No. 66. A study test, page 333.
   No. 67. A vocabulary test, page 334.
   No. 68 *a* and *b*. A study test, page 335.

2. Phrases for perception drills:

   April Fool; a voice echoing; keep his temper; a jouncy joke; India rubber; so anxious; can not breathe; silvery tones; the shepherd boy; such trouble; mournful wails; my treasure; the wee fay; the talisman; wrought and carved; her dazzling smile; stately and gracious; a grocery store.

   Supplying different words at blanks:

   There were ..... (eclair plants, fountains, chocolates, vegetables, grains, typewriters, planks).
   It was ..... (horrible, bold, read, an imp, transparent, a cavern, broad, a mirror, luscious, soapsuds, marble, enjoyed, harsh, an island, keen, delicious, a knight, an almanac, woven, metal, purple, a tulip, a buffalo, a lily, clean, advertised, comfortable).
   Kenneth ..... (grinned, groaned, conquered, sulked, sought).

[1] Furnished by the publishers in inexpensive form.

Bird's-eye view of Group VII. The following chart gives the purpose to be served by the various selections of the group:

	Selections	*Theme*	*Purpose*	*Sight words*
Story interest	**The April Fool,** p. 190.	Story of "Tit for Tat" in playing jokes.	To bring out the meanness of the wrong kind of tricks.	
	1st story, p. 190.	April Fool Imp takes Kenneth to Fairyland.	To visualize the Imp.	echoing.
	2d story, p. 194.	Jokes that happen to Kenneth on the way.	To turn tables on Kenneth and play jokes on him.	eclair, broad.
	3d story, p. 199.	Jokes in the kitchen garden with things to eat.	To make children see the effects of the jokes on Kenneth.	luscious.
	4th story, p. 202.	The last joke of all.	To make children see the difference between kind fun and cruel fun.	anxious.
	The Lost Bell, p. 206. Poem: *Appreciation of long poem.*	An adventure with a brownie.	To show how elves can transform themselves to get what they want; to arouse interest in a long poem.	trouble, aye (ī), treasure, conquer.
	Marjorie's Almanac, p. 213. Poem: *Appreciation.*	Beauties of May-time.	To help children see and feel the poet's ideas.	
	Uses of Iron, p. 214. Article: *Study reading*	Uses of iron; how it would be missed if taken from world.	To teach children to get all the details.	
	The Naughty Tulip, p. 216. Poem: *Appreciation.*	Joke played on Tulip by Breeze because she pouted.	To apply lesson indirectly to children's behavior.	
	Hidden Word Games, p. 218. Test: *Vocabulary and phonetic test.*	Playing games with words.	To test children's quickness in recognizing words and ability to classify them.	
	Milk, p. 220. Article: *Study reading test.*	Facts about milk and cows.	To test speed and comprehension in study reading.	sponge.

Schedule of basal lessons. The lessons for Group VII are as follows:

120. Story 1, "The April Fool Imp," pp. 190–193. *Drill XIII–a*, p. 238.
121. Story 2, "The April Fool Journey," pp. 194–198. *Drill XIII–b*, p. 238.
122. Story 3, "The Kitchen Garden," pp. 199–201. *Drill XIII–c*, p. 238.
123. Story 4, "Finding the Good Fairy," pp. 202–205. *Drill XIII–d*, p. 238.
124. Re-reading the story, pp. 190–205. *Drill XIII–e*, p. 238.
125. Poem, "The Lost Bell," pp. 206–212. *Drill XIII–f*, p. 238.
126. Poem, pp. 206–212, continued. *Drill XIII–g*, p. 238.
127. Poem, pp. 206–212, continued. *Drill XIII–h*, p. 238.
128. Poem, "Marjorie's Almanac," p. 213. *Drill XIII–i*, p. 238.
129. Poem, p. 213, continued. *Drill XIII–j*, p. 238.
130. Study test (*Drill XIV*), "Uses of Iron," pp. 214–215 (Diagnostic Test No. 66, p. 333). *Drill*, as needed.
131. Study test, pp. 214–215, continued. *Drill XIV–a*, p. 255.
132. Poem, "The Naughty Tulip," pp. 216–217. *Drill XIV–b*, p. 255.
133. Poem, pp. 216–217, continued. *Drill XIV–c*, p. 255.
134. Vocabulary test (*Drill XV*), "Hidden Word Games," pp. 218–219 (Diagnostic Test No. 67, p. 334). *Drill*, as needed.
135. Vocabulary test, pp. 218–219, continued. *Drill XV–a*, p. 255.
136. Study test (*Drill XVI*), "Milk," pp. 220–221 (Diagnostic Test No. 68, *a* and *b* p. 335).
137. Study test, pp. 220–221, continued. *Drill XVI–a*, p. 256.
138. Entertainment: A Story Party. Motivated review, pp. 190–221. *Drill XV–b*, p. 255. *Drill*, as needed.

OPTIONAL AND SUPPLEMENTARY

I. Summary and review of phonetics. See page 257.
II. Correlation with other subjects. See page 261.
III. Supplementary reading. See page 262.
IV. Song games, poems, and story-telling. See page 262.
V. An extra week of supplementary reading. See page 263.

APRIL FOOL

1. THE "APRIL FOOL" IMP (pp. 190–193)

Word study. 1. Sight word: [2]*ech'o-ing.*

2. Phonetic words: *imp,* [3]*glanced,* [3]*hor'ri-ble,* [4]*gau'zy,* [4]*re-mind'ed,* [5]*blouse,* [5]*hood,* [5]*jin'gled,* [5]*jan'gled,* [6]*grin,* [7]*bold,* [9]*read* (head), [11]*jokes.*

3. Review Phonograms, page 257.
4. Seat work: (*a*) Problem 1, page 257.
(*b*) Form compounds by prefixing *summer, ice, pitch, soap, saw, griddle, egg, stair, tread, grand, tree, willow, bare, under* to form known words.

....suds	....cream	....cakes	....plant	....tops
....case	....dust	....mill	....son	....ground
....house	....tree	....headed	....black	

Introduction. Through the table of contents. Speculating on contents for the group. Find who remember something about the authors.
Picture study, page 190.

Silent reading. *To find out* what the Imp is like, so that they can draw and color him in seat work with books closed.
Organization. The teacher will copy the following blank outline on the board and fill in suggestions as the children make them. The sub points should be placed farther to the right. For instance, sections numbered from 2 to 6 are sub points under "The April Fool Imp," for they describe him.
Do not use the term "sub point" with these young children.

As copied by teacher	*How it looks when filled in*
1 _____	[1]Kenneth's April Fool Letter
2–6 _____	[2-6]The April Fool Imp
2 _____	[2]his voice
3 _____	[3]queerest little fellow, making faces
4 _____	[4]like a fairy
5 _____	[5]dress of Imp and his wand
6 _____	[6]his smile
7–10 _____	[7-10]Imp tells who he is
11–12 _____	[11-12]He reminds him of April Fool jokes

Oral reading. Practice in relay; then by sections under *Organization.*

Something to do. Draw and color the Imp exactly like the description.

2. THE "APRIL FOOL" JOURNEY (pp. 194–198)

Word study. 1. Sight words: [3]***e-clair'***, [15]***broad.***
2. Phonetic words: [3]*foun'tains,* [6]*mer'ri-ment,* [6]*trans'par-ent,* [7]*dain'ties,* [8]*groaned,* [10]*tem'per,* [10]*al-though'* (call), [13]*crash,* [13]*joun'cy,* [14]*cav'ern,* [15]*ang'er,* [15]*mir'ror,* [15]*judge,* [16]*gushed,* [16]*briny.*
3. Review Short Vowel Combinations, p. 257; New Sounds (*d*), p. 261.
4. Seat work: Problem 2, page 257.

Introduction. Story reviewed. — What might make an "April Fool" journey interesting? . . . [the jokes that would be played] . . .

Silent reading. *To find out.*

Organization questions. 1. Find what they were going to. . . . 2. What did Kenneth see there? . . . 3. How many jokes are described? . . . . 4. Read the part that tells about each. . . . 5. Which do you think was the worst? . . .

Oral reading. To bring out the scare and the fun in the jokes. Who had the scare; who, the fun?

3. THE KITCHEN GARDEN (pp. 199–201)

Word study. 1. Sight word: *[1]lus'cious.*

2. Phonetic words: *[1]rasp'berry, [1]shrubs, [1]car'a-mel, [1]bon'bon, [1]choc'o-lates, [3]wedge, [3]knife, [3]soap'suds, [6]mince, [6]sawdust, [6]plums, [6]sponge, [6]In'di-a, [6]grid'dle, [6]leath'er, [6]sal'ad, [9]se'ri-ous, [9]guide.*

3. Review Silent Letters, page 260; and New Sounds (*a*), page 261.

4. Teach *ious* (*ius*) as an ending:

superci*lious*	pre*cious*	lus*cious*	anx*ious*
deli*cious*	gra*cious*	ser*ious*	

5. Seat work: Puzzle game. Third Reader, back lining. Make new words by adding *ing* to some of the words.

Introduction. Pictures reviewed, pages 194–196. Explain that on page 199.

Silent reading. To explain picture.

Thought questions. 1. How did Kenneth's close view of the garden differ from his first glimpse (page 195)? . . . 2. Which do you think was the funniest joke? the most unpleasant joke?

Organization. Have children rearrange the following mixed topics, which the teacher copies on the board without numbers:

[5]Kenneth hopes they are not all April Fool jokes
[7]Even the eggs were jokes
[1]They arrived at the garden
[3]The cream-pie joke
[9]Imp promises to take Kenneth to Fairyland
[2]Imp told Kenneth to help himself
[6]Other disappointments
[4]The Imp's delight in the joke
[8]Kenneth cries

Oral reading. Practice in relay for Story Party. Have a committee of ten children serve as "April Fool" committee, sit up front and offer suggestions about the reading.

Something to do. Draw and color pictures of some of the April Fool jokes in the kitchen garden.

4. FINDING THE GOOD FAIRY (pp. 202–205)

Word study. 1. Sight word: [2]***anxious.***

2. Phonetic words: [1]*mar'ble,* [3]*Humph,* [3]*enjoyed,* [7]*tread'mill,* [11]*breathe,* [14]*tones,* [14]*harsh.*

3. Review Rules (*a*), (*b*), (*c*), (*d*), page 261; Ending *ing,* page 258; and New Sounds (*c*), page 261.

4. Seat work: (*a*) Problems 12, 13, page 260; (*b*) Problem 6, page 259.

Introduction. Story reviewed. — How would the Good Fairy differ from the Imp?

Silent reading. *To find out.*

Thought questions. 1. Which kind of April Fool jokes are not good? . . . [those that hurt] . . . 2. Which joke do you think funniest? . . . 3. Why was the Imp so hard on Kenneth? . . . [perhaps Kenneth had played some bad jokes himself] . . .

Oral reading. Practice; then act this story.

Re-reading. Bring out the life and action. (See Faults, page 196.)

THE LOST BELL (pp. 206–212)

Word study. 1. Sight words: [5]***trou'ble,*** [5]***Aye*** (ī), [7]***treas'ure,*** [18]***con'quer.***

2. Easy phonetic words: [3]*Fritz,* [3']*Mid,* [4]*elf,* [7]*jackdaw,* [7]*magpie,* [9]*trace,* [11]*fay,* [13]*rang,* [13]*keen,* [14]*sprite,* [15]*crone,* [15]*hob'bled,* [20]*staff,* [20]*wrought,* [20]*carved,* [22]*blind,* [24]*this'tle,* [24]*blend,* [27]*eigh'teen,* [28]*knight's.*

3. Longer words for practice in syllabication:

[1]*brown'ie*	[8]*Ra'lov*	[22]*ges'ture*	[28]*pur'chase*
[2]*is'land*	[8]*Un'ruh*	[22]*mys'tic*	[28]*es-tate'*
[2]*del'i-cate*	[10]*pas'ture*	[22]*be-witched'*	[28]*no'ble-man*
[3]*shep'herd*	[11]*tal'is-man*	[22]*daz'zling*	[28]*gra'cious*
[4]*heath'er*	[13]*de-li'cious*	[26]*la'bors*	
[6]*mourn'ful*	[19]*glit'ter-ing*	[26]*pros'pered*	

4. Teach: (*a*) OU with sound of *O.* Stress *mournful.*

four	pour	court	gourd
dough	although	mournful	course

(*b*) Final *ie* often has sound of *e.* (See New Sounds, page 261.)

(*c*) *Y* = short or long *i,* in middle of word: mys'tic; type'wri-ters.

(*d*) *T* carries over into *ure:* nature, pasture, gesture.

5. Review Other Short Vowels, page 257; Long Vowels, page 258; and Contractions, page 260.

6. Seat work: (*a*) Problem 3, page 258; (*b*) Problem 12, page 260; (*c*) Third Reader, page 212, bottom of page.

Introduction. Through talking about brownies — what they look like, what they do.

In the conversation try to introduce such expressions as *shepherd, heather, elf, talisman* (a charm worn), *sprite, crone,* and *knight.*

Oral reading by teacher to bring out the story. Children listen with books closed in order to tell the story back to her.

Talking about the story. 1. About whom is this story told? [Fritz, brownie, and crone] . . . 2. What happened? [Draw out the steps in the story.] 3. What did Fritz get?

Silent reading. To find how to play the story.

Oral reading. To verify suggestions about how to play story.

Dramatization. What can they do to show the transformations — to bird, to crone?

Something to do. (*a*) Draw the dame or the bell. (Third Reader, page 212.) (*b*) Draw Fritz or the brownie.

Note for the teacher. See page 232.

MARJORIE'S ALMANAC (p. 213)

Word study. 1. Phonetic words: *Mar'jor-ie's, Al'man-ac* (all), *twig, fringed, elm.*

2. Review Endings *ed, y,* and *er,* page 258.

3. Seat work: (*a*) Problem 9, page 259; (*b*) Problem 5, page 259.

Introduction. What is an almanac? If you were to pick out something nice for each month, what would it be? Suppose you made an outdoor almanac. What would be the lovely things to mention for the spring months? . . . Would you like to hear what another little girl thought about it?

The class listen, as the teacher reads the poem aloud.

Silent reading. Children read poem and write answers to the first three questions on page 213, which the teacher copies on the board.

Oral reading. Alternate reading of teacher and children.

Learn the poem.

Something to do. Make a poster of a robin and blossoms.

Note for the teacher. Thomas Bailey Aldrich has written some delightful verse for children.

USES OF IRON (pp. 214–215)

Drill XIV

Word study. 1. Phonetic words: Copy the following on the board and have the children sound them and use them in "stories" or sentences.

Note: Take this procedure with phonetic words from now to the end of the book to accustom the children to consulting the New Word list as given in the Fourth Reader.

veg'e-ta-bles	(plants that we eat)
grains	(cereals)
wo'ven	(made with threads of cloth criss-cross)
looms	(machines on which cloth is woven)
type'wri-ters	(machines to write with)
met'al	(a hard substance from the earth like iron)
plank	(a big piece of wood)

2. Review Endings *s* and *es*, page 259; and New Sounds (*b*), page 261.
3. Seat work: Problem 7, page 259.

Introduction. Talk about the word *metal*, illustrating it by means of *gold*, *silver*, and *iron*. Then have children open books and read for the Study Test.

Study test. Diagnostic Test No. 66, page 333.

Talking over the tests. Take the sentences, one by one. Have the children read silently. Then draw out the complete contents of the sentence by questioning.

Emphasize the word *depend*.

Name different vegetables, grains, fruits, dependent upon iron. How are we dependent upon tools, hooks, looms, books, houses?

Oral reading. Practice to emphasize the things.

Something to do. Copy the sentences under 2 on page 215 as one paragraph.

Five-minute Drills: Drill XIV

a. Teacher announces the number of a sentence under 1 or 2; children read silently and retell.

b. Teacher begins reading; children find and finish paragraph.

c. Teacher gives contents in other words; children find and tell number of sentence.

THE NAUGHTY TULIP (pp. 216–217)

Word study. 1. Phonetic words: *tulip*, [1]*pur'ple*, [2]*sulked*, [2]*sought*, [2]*flouted*, [3]*a-wry'*, [3]*bare*-headed.

2. Review Endings *ious*, *le*, *ture*, *able*, p. 258; Rules (*e*) and (*f*), p. 260.

3. Seat work: (*a*) Problem 10, page 259; (*b*) Problems 14, 15, page 260.

Introduction. Talk about garden flowers.

Oral reading by teacher.

Silent reading. *Find out:*

1. Why was the tulip called *naughty?* . . . 2. How did she behave? . . . 3. Who are watching her? . . . [sun, breeze] . . . 4. What did they do? . . . 5. Did it pay to pout? . . . 6. When are children like the tulip?

Oral reading. Put life into the reading.

Something to do. Third Reader, bottom of page 217. Let the children select *1*, *2*, or *3;* or all three.

HIDDEN WORD GAMES (pp. 218–219)

Drill XV

Word study. 1. Phonetic words: *gro'ce-ry*, *buf'fa-lo*, *hum'ming*, *lil'y*.

2. Review Rules (*g*), p. 260; Endings *y*, *ful*, *ish*, *ment*, *ain*, *less*, p. 258.

3. Seat work: (*a*) Problem 16, page 260; (*b*) Problem 8, page 259.

(*c*) Arrange words on page 219 in the Third Reader alphabetically.

Vocabulary test. Diagnostic Test No. 67, page 334.

Talking about the test. Explain the differences in holidays, in kinds of stores, in flowers, birds, and animals. (Second day.)

Five-minute Drills

a. Find the flowers in the first column, page 219. Find the birds. Find the animals.

b. Same procedure for second column.

c. Same procedure for third column.

d. Find words that begin with ***b; s; c; d; h; p; l; r; t; g; w;*** in the three columns.

Note: The child should hold all the words for a letter in mind while he glances rapidly down the three columns.

MILK (pp. 220–221)

Drill XVI

Word study. 1. Sight word: ***sponge.***

2. Phonetic words: *sold, clean, cooled, absorb, odors, advertised.*

3. Review Prefixes, page 259; New Sounds (*g*), page 261.

4. Airplane game. Third Reader, page 244, section 7.

5. Seat work: Problem 11, page 259.

A study test. Diagnostic Test No. 68*a* and *b*, page 335.

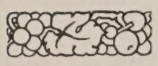
Talking about the test. See page 254. (Second day.)

Five-minute Drills

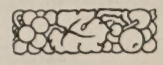
a. Teacher announces number of sentence under 1 or 2; children read silently and tell.

b. Teacher begins reading a sentence somewhere; children find and finish.

c. Teacher gives contents of sentence in other words; children find and read aloud.



A PROGRAM



A Poem in Relay. "The Lost Bell," p. 206 ..... The class

Two Talks. "Uses of Iron," p. 214 ..... 2 children

A Poem, Acted. "The Lost Bell," p. 206 ..... 3 children

A Story in Relay. "April Fool," p. 190 ..... The class

1. The April Fool Imp, p. 190
2. The April Fool Journey, p. 194
3. The Kitchen Garden, p. 199

A Poem. "Marjorie's Almanac," p. 213 ..... 1 child

Two Talks. "Milk," p. 220 ..... 2 children

A Poem in Relay. "The Naughty Tulip," p. 216 ..... 3 children

SUMMARY AND REVIEW OF PHONETICS OF GROUP VII

Note: For Seat Work Problems the lists should be copied on the board, either as given here or mixed up according to the problem.

I. Phonograms.

AY	ALL, AL	ER	EATH	IGHT	OU	OU (ō)
fay	*al*though	cav*er*n	leath*er*	kn*ight*	blouse	alth*ough*
	*al*manac	shephe*rd*	heath*er*		fo*u*ntain	mo*u*rnful
AR		conqu*er*		**OLD**	jo*u*ncy	
m*ar*ble	**AW**	groc*er*y	**IND**	b*old*	flo*u*ted	**UR**
h*ar*sh	s*aw*dust	adv*er*tise	rem*ind*ed	*sold*		p*ur*chase
c*ar*ved	jackd*aw*		bl*ind*		**OUGHT**	p*ur*ple
m*ar*k		**EAD**		**OR**	wr*ought*	
	EE	*read*	**OO** (moo)	abs*or*b	*sought*	
AU	k*ee*n	tr*ead*	l*oo*ms			
g*au*zy	eight*ee*n		c*oo*led	**o͝o** (foot)	**OY**	**Y**
				h*oo*d	enj*oy*ed	a-wr*y*
				g*oo*dies		

Seat Work Problem

1. Arrange the mixed-up words under phonograms and underline the part that applies.

II. Short vowel combinations in jingles. (See page 3.)

Fun jingle	*Pup jingle*	*Nut jingle*	*Cub jingle*	*Bus jingle*
gl*a*nce	sh*e*pherd	Fr*i*tz	shr*u*b	r*a*spberry
gr*i*n	tul*i*p	gl*i*tter	h*o*bble	p*a*sture
tr*a*nsparent		bew*i*tched	*a*bsorb	tal*i*sman
b*o*nbon	*Drum jingle*	m*e*tal		g*e*sture
m*i*nce	*i*mp		*Bell jingle*	th*i*stle
fr*i*nged	t*e*mper	*Mud jingle*	j*a*ngled	pr*o*sper
*I*ndia	pl*u*ms	j*u*dge	j*i*ngled	*e*state
*e*njoyed	H*u*mph	w*e*dge	*a*nger	
*U*nruh	h*u*mming	soapsuds	r*a*ng	*Muff jingle*
		gr*i*ddle		st*a*ff
Bug jingle		m*i*d	*Rush jingle*	b*u*ffalo
m*a*gpie		*a*dvertise	cr*a*sh	
tw*i*g			g*u*shed	*Dust jingle*
				sawd*u*st

Seat Work Problem

2. (*a*) Arrange words under *a*, *e*, *i*, *o*, *u* vowel sounds.
(*b*) Find words that have "*c* before *e*" [glance, mince] or "*g* before *e*" [sponge, fringed, judge, wedge, gesture].

III. Other short vowels.

Short *a* (am)	Short *e* (end)	Short *i* (ill)	Short *o* (odd)	Short *u* (up)
cavern	*e*choing	horr*i*ble del*i*cate	horrible	pl*u*m
c*a*ramel	v*e*getable	m*i*rror del*i*cious	chocolates	
*a*nxious		*I*ndia m*y*stic	Ralov	
d*a*zzle		ser*i*ous t*u*lip		
*a*lmanac				

al, el, il, ol, ul

car'a-m*el* del'i-cate tal'is-man l*il'y*
sal'ad *elf* *elm*

and, end, ind, ond, und: bl*end*

Seat Work Problem

3. Arrange words alphabetically. Underline the special part.

IV. Long vowels.

Long *a* (ale)	**Long *e*** (eve)	**Long *i*** (ice)	**Long *o*** (old)	**Long *u*** (use)
Ra'lov	se'ri-ous	*i*s'land	ech'*o*-ing	gro'ce-ry	Un'r*u*h
l*a*'bor			choc'*o*-lates	buf'fa-l*o*	t*u*'lip
			no'ble-man	*o*'dors	

Seat Work Problem

4. Arrange alphabetically and underline the special part.

V. Endings.

Final *y*	*ly*	*er*	*le*	*ies*	*less*
gauz*y*	tink*ly*	temp*er*	horrib*le*	dainti*es*	sleep*less*
cook*y*	doubtful*ly*	ang*er*	griddl*e*	good*ies*	
brin*y*	heartil*y*	rubb*er*	marb*le*		***ish***
raspberr*y*	nicel*y*	quick*er*	troub*le*	***ious***	rubb*ish*
nois*y*	livel*y*	faint*er*	hobb*le*	seri*ous*	
grocer*y*	fairl*y*	conqu*er*	tink*le*	lusc*ious*	***ment***
lil*y*	statel*y*	glitt*er*	dazz*le*	anx*ious*	merri*ment*
		prosp*er*	thistl*e*	delici*ous*	
ful	***en***	pleasant*er*	nob*le*	grac*ious*	***able***
hate*ful*	wov*en*		vegetab*le*		comfort*able*
doubt*ful*		***est***	purp*le*	***es***	
mourn*ful*	***ain*** (in)	queer*est*		churches	***ie*** (e)
use*ful*	fount*ain*	low*est*	***ure***	watches	brown*ie*
		weari*est*	past*ure*		Marjor*ie*
			gest*ure*		

ing (* new; others, variants)

*echo*ing*	wander*ing*	*dazzl*ing* (dazzle)
rail*ing*	search*ing*	rais*ing* (raise)
sparkl*ing* (sparkle)	miss*ing*	float*ing*
bath*ing* (bathe)	tinkl*ing* (tinkle)	whimper*ing*
shad*ing* (shade)	coax*ing*	pass*ing*
fasten*ing*	charm*ing*	*humm*ing* (hum)
driv*ing* (drive)	*glitter*ing*	

ed (* new; others, variants)

*glanced	admitted	sobbed	tinkled	*bewitched	beamed
*reminded	*gushed	dared	belonged	spirited	pouted
*jingled	frosted	*enjoyed	searched	*prospered	*flouted
*grinned	needed	ached	sounded	*fringed	whisked
pinned	browned	shivered	*hobbled	honored	*cooled
*groaned	stuffed	sighed	*carved	*sulked	*advertised

s, es (* new; others, variants)

*imp*s	*shrub*s	giant*s*	*loom*s	clock*s*	*odor*s
point*s*	*chocolate*s	wail*s*	pen*s*	case*s*	cow*s*
*joke*s	*soapsud*s	mist*s*	*typewriter*s	shiver*s*	understand*s*
hedge*s*	goodie*s*	*labor*s	church*es*	store*s*	meal*s*
*fountain*s	*plum*s	tree-top*s*	bridge*s*	distance*s*	
*dainti*es*	round*s*	*vegetable*s	wagon*s*	food*s*	
shriek*s*	inside*s*	*grain*s	*plank*s	pail*s*	
swallow*s*	*tone*s	hook*s*	watch*es*	milk*s*	

Seat Work Problems

5. The ending *ed*.
   (*a*) Divide words according to sound: *ed*, *d*, *t*.
   (*b*) Find words that dropped *e* before *ed*. [glance, jingle, dare, ache, tinkle, hobble, carve.] Have children write the words without *ed* and see which are incomplete and need *e*.
   (*c*) Find words that doubled consonant before *ed*. [grin, pin, sob.]

6. The ending *ing*. Copy the words without *ing* to make the original words.

7. The endings *s* and *es*. (*a*) Find all the words that can be used with "one"; as, "one imp" and copy them with *one*.
   (*b*) Find words that are used with "he."
   (*c*) Find words that added *es* [dainti*es*, goodi*es*, church*es*, watch*es*].

Tell what endings are used to show two or more of a kind; as,

one imp	one church
two imp*s*	two church*es*

Rule: More than one object is indicated by adding *s* or *es*.

8. Final *y*, *ful*, *ish*, *ment*, *ain*, and *less*. Make other words by dropping the endings. Which must you change? How?

9. Final *ly* and *er*. Find other words in these. Which must you change?

10. Final *ious*, *le*, *ure*, and *able*. Arrange alphabetically.

VI. Prefixes.

ex	***pur***	***ad***	***be***	***re***	***under***
*ex*pect	*pur*chase	*ad*mitted	*be*longed	*re*mind	*under*stand
	*pur*ple		*be*witched		
		en		***ab***	***de***
		*en*joyed		*ab*sorb	*de*licious

Seat Work Problem

11. Make words by combining *ex*, *pur*, *ad*, *be*, *re*, *under*, *en*, *de*, and *ab* with the following to make known words:

....ple	....pect	....joyed	....mind	....stand
....mitted	....chase	....longed	....witched	....sorb
....take	....ground	....change	....mit	....joy
....fore	....mark	....sent	....vance	....licious

VII. Rules.

(*a*) "Little Lazy *e*"

hateful	knife	trace	crone	estate	bare
jokes	cakes	sprite	tone	wove	advertise

(*b*) "Bossy Letter"

railing	groaned	breathe	grains
dainties	soapsuds	magpie	clean

(*c*) "*c* before *e*, *i*, or *y* = *s*"

glance mince nicely trace grocery

(*d*) "*g* before *e*, *i*, or *y* = *j*"

judge wedge sponge gesture fringed vegetable

(*e*) "Final *y* changes to *i* before endings"

heart*ily* (hearty)	dainti*es* (dainty)	merri*ment* (merry)
weari*est* (weary)	goodi*es* (goody)	

(*f*) "The single final consonant in a short vowel combination is usually doubled before an ending"

rubb*er* (rub)	hummi*ng* (hum)	pinn*ed* (pin)	sobb*ed* (sob)
rubb*ish* (rub)	grinn*ed* (grin)	admitt*ed* (admit)	

(*g*) "Final *e* is dropped before the endings *y*, *en*, *ing*, *ed*

gauz*y* (gauze)	shad*ing* (shade)	dar*ed* (dare)
brin*y* (brine)	driv*ing* (drive)	ach*ed* (ache)
nois*y* (noise)	tinkl*ing* (tinkle)	tinkl*ed* (tinkle)
tinkl*y* (tinkle)	dazzl*ing* (dazzle)	hobbl*ed* (hobble)
wov*en* (wove)	rais*ing* (raise)	carv*ed* (carve)
sparkl*ing* (sparkle)	glanc*ed* (glance)	fring*ed* (fringe)
bath*ing* (bathe)	jingl*ed* (jingle)	advertis*ed* (advertise)

Seat Work Problems

12. Arrange (*a*) and (*b*) alphabetically and underline letters that say their names.
13. Arrange (*c*) and (*d*) alphabetically, and underline the *e* or *g*.
14. The children write the original word beside each word in (*e*) (the word in parentheses), and use the words in sentences.
15. Same procedure as (14) for (*f*).
16. Arrange the words for rule *g* alphabetically, writing the original word beside each.

VIII. Silent letters.

t	*s*	*k*	*gh*	*u*	*h*	*p*	*w*
this*t*le	i*s*land	*k*nee	although	gu*i*de	*h*onored	ras*p*berry	*w*rought
		*k*nife	ei*gh*teen				
		*k*night					

IX. Contractions: *I'd* (I would); *'twill* (it will).

X. New sounds.

(*a*) *a* as in *ask:*

car*a*mel	sal*a*d	alm*a*nac	*a*wry
Indi*a*	p*a*sture	veget*a*ble	buff*a*lo

(*b*) *e* as in *delay:*

delic*i*ous veget*a*bles

(*c*) *ph* = *f:* Hum*ph*

(*d*) Ending *ain* = *in:*

cert*ain*	curt*ain*	barg*ain*	fount*ain*

(*e*) *ure; ture:*

nat*ure* past*ure* gest*ure*

(*f*) final *ie* = *e:*

night*ie*	Maggie	brown*ie*	Marjor*ie*

(*g*) Shortened final syllable as if final *e* were silent:

promise	granite	palace	minute	delicate
else	practice	notice	curve	treasure
purpose	bade	true	engine	purchase

(*h*) *y* = *i:* m*y*stic (short *i*); t*y*pewriters (long *i*).

CORRELATION WITH OTHER SUBJECTS

Picture study. *Perry Pictures.* Sheep and shepherd, 560B; robin, 9016, 2 cts.; flowers, 820C; golden-rod, 9200, 2 cts.; humming bird, 9085 or 9212, 2 cts.; sunflower, 9355, 2 cts.; rose, 9544, 2 cts.; pond lily, 9270, 2 cts.; buffalo, 9421, 2 cts.; monkey, 904; cow, 503 or 1095; milk, 519, 602.

Conversation. "Make-believe" people in stories the class has read: fairies, elves, brownies, trolls, etc. Kinds of birds, flowers, and four-legged animals.

Dramatization. "The Lost Bell."

Language. Copying sentences as a paragraph. Singular and plural (words used with "one," with "two"). Rules for phonetic spelling.

Health lesson. Correct habits of walking and standing. Injury from wrong posture or too tight shoes and clothes.

Nature study. Characteristics of March, April, and May. Where iron comes from; its uses. Common varieties of birds and spring flowers where you live.

Geography. How products are exchanged: transportation — how dependent on iron.

History. Big industries that helped your locality develop.

Penmanship. Word Book.

Incidental numbers. Quick reference.

Music. (*a*) "Apple Blossoms": *Columbia record* A3146.

(*b*) "Mother Hen": *Columbia record* A3147.

(*c*) "The Sweet-Pea Ladies": *Columbia record* A3145.

(*d*) "Dancing in May": *Victor record* 17719.

Games. Compounds, p. 250; Puzzle game, p. 251; Hidden word games, p. 255; Airplane game, p. 256.

Handwork. Pictures of Imp, April Fool jokes, dame, brownie, Fritz. Poster of robins and blossoms.

Collections. Pictures of "make-believe" characters. Things made from iron. Pictures of birds, flowers, and animals mentioned on page 219 of Third Reader.

SONG GAMES, POEMS, AND STORY-TELLING

Song games. (*a*) "The Train." Bentley's *Play Songs*, p. 30.

(*b*) "Song of Iron." Riley and Gaynor's *Songs of Child's World*, 1, p. 14.

(*c*) "There's a Song in the Air." Rust and Jenks' *Song Echoes*, p. 80.

(*d*) "Snowflakes." Gaynor and Brennan's *Songs for Little Children*, p. 12.

Poems. (*a*) "The Water Bloom." Celia Thaxter. (See p. 347.)

(*b*) "May." F. D. Sherman. (See p. 349.)

(*c*) "What is Pink?" Rossetti. (First Grade Manual, p. 439.)

(*d*) "The Baby." George Macdonald. (First Grade Manual, p. 443.)

Story-telling. (*a*) "Margaret of New Orleans." Bryant's *Stories to Tell*, p. 194.

(*b*) "The Selfish Giant." (Oscar Wilde.) Bailey's *For the Story-Teller*, p. 133.

(*c*) "The Coming of the Prince." (Field.) Klingensmith's *Household Stories*, p. 78.

(*d*) "Tom, the Water Baby." (Kingsley.) Bailey's *For the Children's Hour*, p. 163.

(*e*) "Lord Cornwallis's Knee-Buckles." Poulsson's *In the Child's World*, p. 172.

SUPPLEMENTARY OR PRACTICE READING

I. STORIES IN OTHER READERS

(*a*) **Brownie Stories.**

The Brownie of Blednock. Elson Third, p. 9.
The Brownies. (Hoxie.) Elson Third, p. 29.
Dust Under the Rug. (Lindsay.) Studies in Reading, Third, p. 219.
Blunder. Horace Mann Third, p. 196; American School Readers, Third, p. 15.
Brownie and the Cook. American School Readers, Third, p. 45.
Brownie and the Cherry Tree. Easy Road to Reading, Third, p. 57.

(*b*) **Stories of Marionettes.**

Story Hour, Book 2, p. 124.
Easy Road to Reading, Third, p. 177.
Haliburton Third, p. 82.
Winston Third, p. 170.

(*c*) **Cinderella.**

Free and Treadwell Second, p. 49.
Beacon Second, p. 36.
Natural Method, Second, p. 230. (Play.)
Children's Method Reader, 2d year, 1st half, p. 68.
Baker and Thorndike Third, p. 66.
Parmly First, p. 100.
Heart of Oak, Book 2, p. 82.
Story Hour, Third, p. 50.
Merrill Third, p. 224.
Elson Third, p. 235.
Studies in Reading, Third, p. 202.
Horace Mann Third, p. 219.
Haliburton Third, p. 141. (Play.)

(*d*) **Emperor's New Clothes.** (Andersen.)

Baker and Thorndike Third, p. 177.

(*e*) **The Bag of Winds.** (Greek.)

Merrill Third, p. 194.
Story Hour, Third, p. 66.
Studies in Reading, Third, p. 195.

(*f*) **Alice in Wonderland.** (Lewis Carroll.)

Free and Treadwell Third, p. 99.

II. POEMS IN OTHER READERS

(*a*) **The Blue Bird,** by Emily H. Miller.
Child's World, Second, p. 170.
Aldine Second, p. 114.
Free and Treadwell Third, p. 165.
Young and Field Third, p. 230.
Merrill Third, p. 150.
Howe Third, p. 196.
Horace Mann Third, p. 171.

(*b*) **Wishing,** by Allingham. (See page 353.)
Easy Road to Reading, Third, p. 17.
Young and Field Third, p. 228.
Merrill Third, p. 222.
American School Readers, Third, p. 14.
Easy Road to Reading, Third, p. 17.
Winston Third, p. 92.

(*c*) **Only One Mother,** by Cooper. (First Grade Manual, p. 442.)
Elson Third, p. 92.
Howe Third, p. 197.
Riverside Third, p. 37.

(*d*) **How the Kite Learned to Fly.**
Riverside Third, p. 126.

EXTRA WEEK OF PRACTICE READING

I. STORIES IN OTHER READERS

(*a*) **Fish stories.**
The Bon-Fire in the Sea. Story Hour, Third, p. 197.
The Golden Fish. Elson Third, p. 68.
The Fish of Gold. Horace Mann Third, p. 210.

(*b*) **The Brave Little Tailor.** (Grimm.)
Beacon Third, p. 115.

(*c*) **Alfred the Great.**
Merrill Second, p. 152.
Natural Method, Second, p. 92.
Baker and Thorndike Third, p. 231.
American School Readers, Third, p. 84.

(*d*) **Norse stories.**
Thor and Giants. Easy Road to Reading, Third, p. 134.
How the Wolf was Bound. Young and Field Third, p. 104.
How Thor found Hammer. Young and Field Third, p. 110.
The Apples of Idun. Young and Field Third, p. 120.
How Thor Lost Hammer and Found it. Young and Field Third, p. 130.
How Thor's Hammer was Found. Natural Method, Third, p. 93.
Apples of Youth. Natural Method, Third, p. 245.
Siegfried. Easy Road to Reading, Third, p. 170.
Thor and Giants. Easy Road to Reading, Third, p. 134.

(*e*) **Goose that Laid Golden Eggs.** (Æsop.)
Free and Treadwell Second, p. 15.
Natural Method, First, p. 64.
Baker and Thorndike Third, p. 28.
Studies in Reading, Second, p. 156.
Baker and Thorndike Third, p. 28.

(*f*) **Story of Eugene Field.**
Young and Field Third, p. 173.

II. POEMS IN OTHER READERS

(*a*) **Which Loved best?** by Allison. (See page 351.)
Elson Third, p. 93.

(*b*) **The Elf's Umbrella,** by Herford.
Horace Mann Second, p. 132.
Riverside Third, p. 19.

(*c*) **Santa Claus and the Mouse,** by Poulsson.
Poulsson's In the Child's World, p. 122.
Studies in Reading, Third, p. 124.

(*d*) **The Whiting and the Snail,** by Lewis Carroll.
Story Hour, Third, p. 195.

(*e*) **Little Lamb,** by Blake. **(First** Grade Manual, p. 441.)

III. SILENT READING DRILL EXERCISES

Stone: *Silent Reader*, Book II.

GROUP VIII

(The Real Outdoors, pp. 222–243)

Theme. Observation of life outdoors. Love of animals, plants, etc. Odd pets (frogs). Sounds outdoors. Ingenious ways to play outdoors. Other things to do.

Pictures. Puzzle pictures of frog life. Children's ingenuity in constructing mechanical contrivances. Delight in going berrying; in sleeping outdoors.

Specific objectives.

1. To visualize keenly what is read and to put one's self sympathetically in the place of people or animals described.
2. To lead children to enjoy articles about nature.
3. To appeal to all the senses in enjoyment of poetry.
4. To arouse desire for a fine type of summer reading.
5. To test speed, comprehension, and ability to get main and subordinate ideas in outline form.

Vocabulary. 4 sight words; 62 phonetic words; 85 variants; 18 compounds. (See page xxxvii.)

Materials.

1. Diagnostic Tests Nos. 69–70.[1]

   No. 69. Verbal appreciation, p. 336.
   No. 70 *a* and *b*. Speed, comprehension, outlining, p. 337.

2. Phrases for perception drills.

   unfurnished houses; wire netting; gay young polliwogs; bass singers; entirely to themselves; Lily Pad Pond; on the surface; a fine example; shirt fronts; bursting with pride; their pranks; the mossy glade; interesting experiences; raw rich soil.

   Supplying different words at blanks:

   It was ..... (unfurnished, a hospital, a nursery, a scar, vacation, forked, impolite, clever, a kid, south, tender, steep, a garland, a carol, shrill, exciting).

   There were ..... (polliwogs, bullfrogs, green frills, scholars, crickets, wolves, trails).

   They ..... (blamed, behaved, had sung, insisted, hooted).

[1] Furnished by the publishers in inexpensive form.

Bird's-eye view of Group VIII. The following chart gives the purpose to be served by the various selections of the group.

	Selection	*Theme*	*Purpose*	*Sight words*
Story interest	**The Froggery,** p. 222.	How frogs were kept as pets.	To interest in nature reading.	
	1st story, p. 223.	How the Froggery was made.	To show how to make homes for pets.	
	2d story, p. 225.	How they cared even for sick and baby frogs.	To make children gentle in handling helpless animals.	bullfrogs, bass
	3d story, p. 227.	Playing school with the frogs.	Intimate little stories about the frogs.	
	4th story, p. 229.	An account of the funny singing lesson.	To make children see the fun.	
	Talk, p. 232. Poem: *Appreciation.*	The sounds outdoors and how interpreted.	To quicken children's listening to sounds outdoors.	
	The Clever Kid, p. 234. Play: *Acting interest.*	How a kid's commonsense saved it from death through listening to flattery and temptation to eat.	To show the wiles used in tempting through flattery and food.	Ah.
	Berrying Song, p. 236 Poem: *Appreciation.*	A happy adventure going for berries.	To show the joys of outdoor tramps.	
	Things to do this Summer, p. 238. Article: *Study drill.*	Three things boys and girls should do this summer.	To make children eager for wholesome joys of vacation.	
	Suppose, p. 241. Poem: *Appreciation.*	How awful the world outdoors would be without birds, bees, butterflies, and how awful if we had no eyes and ears to enjoy them.	To arouse delight in observing things outdoors.	beauty.
	A Trip to the Woods, p. 242. Test: *Speed and Comprehension.*	Story of a picnic.	To test speed, comprehension, outlining.	

Schedule of basal lessons. The lessons in Group VIII are as follows:

139. Story 1, "The Brook Home," pp. 222–224. *Drill XV–c,* p. 256.
140. Story 2, "The Hospital and the Nursery," pp. 225–226. *Drill XV–d,* p. 256.
141. Story 3, "The Froggery School," pp. 227–228. *Drill XV–d,* p. 256.
142. Story 4, "A Singing Lesson," pp. 229–231. *Drill XVI–b,* p. 256.

143. Re-reading stories, pp. 223–231. *Drill XVI–c*, p. 256.
144. Poem, "Talk," pp. 232–233. *Drill XIII–k*, p. 238.
145. Poem, continued, pp. 232–233. *Drill XIII–k*, p. 238.
146. A Play, "The Clever Kid," pp. 234–235. *Drill XIII–k*, p. 238.
147. A Play, continued, pp. 234–235. *Drill XIII–k*, p. 238.
148. Dramatization, pp. 234–235. *Drill XIII–k*, p. 238.
149. Poem, "Berrying Song," pp. 236–237. *Review of poems.*
150. Poem, continued, pp. 236–237. *Test of verbal appreciation.* (Diagnostic Test No. 69, p. 336.)
151. Study reading, "Things to do this Summer," pp. 238–240. *Drill XVII–e*, p. 142, or as needed.
152. Study reading, continued, pp. 238–240. *Drill XVII–f*, p. 142, or as needed.
153. Study reading, continued, pp. 238–240. *Drill XVII–g*, p. 142, or as needed.
154. Study reading, continued, pp. 238–240. *Drill XVII–h*, p. 142, or as needed.
155. Poem, "Suppose," p. 241. *Drill:* Review poems.
156. Poem, continued, p. 241. *Drill:* Review poems.
157. Silent reading test, "A Trip to the Woods," pp. 242–243. *Speed and comprehension.* (Diagnostic Test No. 70, p. 337.)
158. Story Party, pp. 222–243. Motivated review. *Drill*, as needed.
159. General Review of favorites.
160. Entertainment: Story Party. Motivated Review. Favorites of book.

OPTIONAL AND SUPPLEMENTARY

I. Summary and review of phonetics. See page 275.
II. Correlation with other subjects. See page 279.
III. Supplementary reading and review. See page 280.
IV. Song games, poems, and story-telling. See page 279.
V. An extra week of practice reading. See page 280.

THE FROGGERY

1. THE BROOK HOME (pp. 222–224)

Word study. 1. Phonetic words: [3]*un-fur'nished*, [7]*wire*, [8]*pol'li-wogs*.

2. Review Short Vowel Combinations, page 276, and Rules (*a*) and (*b*), page 278.

3. Seat work: Problem 2, page 276.

Introduction. Through table of contents. First read titles. Then have children find authors that they have had before. Tell them that

Alice Cary is the sister of Phœbe. Have them find other selections in contents by Dallas Lore Sharp, Lucy Larcom, and Augusta Stevenson. What was each of these authors interested in? [outdoors.]

Silent reading. *Handling study equipment in Reader.* Tell children to turn to page 222 and prepare their lesson for the first story, doing exactly what the Book directs. Tell them that two of the pictures, which they should find, are found in the first story. (See directions on page 222 and at the bottom of page 224.)

Thought questions. Talk about the following:

1. How does a frog differ from a polliwog, or tadpole? [frog has four legs and can live on land as well as water; polliwog has a tail and grows legs, but it cannot live on land; it changes into a frog]. 2. Compare the sisters' early way of keeping their frog pets with their later way. 3. Which was more comfortable for the frogs? 4. Why? 5. Describe the brook as if you were drawing it. 6. Describe the froggery as if you were making a picture of it. 7. What was the purpose of the netting?

Puzzle pictures.

A. Story 1. Section 3. "tin cans" or "unfurnished tin houses."
D. Story 1. Section 7. "pieces of fine wire netting."

Oral reading. The class listen, while different children read in relay to bring out the pictures.

Test of visualizing power. *Something to do.* The children as seat work draw (*a*) a picture of the brook before the froggery was made, or (*b*) a picture of the froggery.

2. THE HOSPITAL AND THE NURSERY (pp. 225–226)

Word study. 1. Sight words: [1]***bull'frogs***, [1]***bass.***

2. Phonetic words: *hos'pi-tal*, [2]*en-tire'ly*, [5]*scar*, [6]*Pad*, [6]*blame*, [6]*frills*, [6]*sur'face.*

3. Review Rules (*a*) and (*b*), p. 278.

4. Seat work: Problem 12, p. 278.

Introduction. Story 1, reviewed. Speculate on the title. What would those words have to do with frogs?

Silent reading. *Handling study equipment.* Write on the board the following directions:

> Look carefully at the puzzle pictures on page 222.
> Then read pages 225–226 to find them.
> Write after the letter of each puzzle picture you found the words that describe it.
> Then draw a picture of the General, and of the place to which the little sister thought he had gone. Color the second picture.

Thought questions. 1. How was the hospital used? 2. The nursery? 3. Find all the things they say about their biggest frog. 4. What things have you seen frogs do?

Puzzle pictures.

B. Section 1, p. 225. "bound up their broken legs and bruised backs"

E. Section 6, p. 226. "snow-white pond lilies with their golden hearts" or "pond lilies"

Oral reading. To verify drawings made in preparing the lesson.

Something to do. (*a*) Draw the General. (*b*) Draw Lily Pad Pond.

3. THE FROGGY SCHOOL (pp. 227–228)

Word study. 1. Phonetic words: [2]*Pout'er*, [2]*Fri'ar*, [2]Hop-o'-my-*Thumb*, [2]*Croaker*, [2]*Nim'ble-foot*, [2]*Tim*, [4]*va-ca'tions*, [5]*schol'ars*, [6]*be-haved*, [6]*ex-am'ple*, [6]*My'ron*, [6]*Whit'ney* (key), [6]*sung*.

2. Review Silent Letters, p. 278; Long vowels, p. 276.

3. Seat work: (*a*) Problem 4, p. 276; (*b*) Problem 14, p. 278.

Introduction. Story reviewed. — What could frogs be taught in a school?

Silent reading. *Handling study equipment.* Copy the following on the board and have the children prepare the lesson without your help:

Children

In the story on page 227 you will find these six ideas. Here they are mixed up. Read the story. Then copy these in right order. Next, find the puzzle pictures on page 222. Then do what it says at the end of page 228.

Mixed-up sentences

The General and Myron W. Whitney were at head of class. (6)
Names of some of the frogs. (2)
They gave their frogs vacations. (4)
They had singing school once a week. (5)
They gave them good food and fishes to play with. (3)
All the frogs had names. (1)

Thought questions:

1. How do you think the names suited the frogs? 2. What things did they give the frogs? Why? 3. How would they have their vacation? 4. Why did they not use common string? 5. How were the frogs like you? 6. Why were the General and Myron W. Whitney at the top of the class? 7. Tell the difference between *school* and *pool*.

Puzzle picture.

F. Section 4, p. 227. "tied a long soft woolen string round one of their hind legs."

Oral reading. Six of the class act as frogs to read the lesson, in relay. Give them frog names. Repeat with six other children and other frog names.

Appoint two different children as Nimblefoot and Tiny Tim each time to act as a committee to offer suggestions for improvement.

Something to do. Draw (*a*) the frogs' dinner; (*b*) their new playmates.

Note for the teacher: There are several varieties of water bugs described in Webster's dictionary: (*1*) those whose legs are long and fringed and act as oars; (*2*) the boat bug, a back swimmer; (*3*) a water scorpion; (*4*) some that walk on soft mud at margin of the water and cannot swim.

Rural children should be directed to the problem of finding water bugs and observing them. City children should draw only the fly, for the city Croton bug or water bug is not meant here.

4. A SINGING LESSON (pp. 229–231)

Word study. 1. Phonetic words: [2]*shirts*, [2]*pride*, [4]*forked*, [5]*pranks*, [5]*in-sist'*, [7]*Jug-o'-rum*, [7]*Ker-chug'*, [7]*Got'a-crumb*, [8]*tucked*.

2. Review Phonograms, p. 275.

3. Seat work: (*a*) Problem 1, p. 275.

Introduction. Story reviewed.

Silent reading. *Following written directions* for first reading. Write on the board:

Children

1. Read the fourth story to find the part you would like best to read aloud to the class.
2. Write on paper a question you would like to ask the class about these stories.
3. Write five new words from the lesson and use each word in a story sentence.
4. Find the last puzzle picture and copy the words that describe it.

Thought questions. Talk about:

1. Why were some of the frogs so good? 2. How did they keep the little frogs still? 3. How were these bad scholars? 4. How would you teach them to behave? 5. Who stayed on the board till the end? [General] Why? 6. What do you like best in all the stories? 7. How should you like to keep frogs?

Puzzle picture.

C. Section 5, p. 230. "Playing leap-frog."

Something to do. Draw and color the singing-school.

Note for the teacher: No author will better repay acquaintance than Kate Douglas Wiggin. Make the children want to read more of her books next year.

TALK (pp. 232–233)

Word study. 1. Phonetic words: [4]*Crick'ets*, [4]*hoots*.

2. Review Endings *ing*, *s* and *es*, p. 277; and Contractions, p. 278.

3. Identifying characters. Front lining, Third Reader. Have the children tell in which stories the pictures occur and where.

4. Seat work: (*a*) Problem 5, p. 277; (*b*) Problem 6, p. 277.

Introduction. Tell the class you will choose five frogs to read a poem aloud to the Froggy Singing School (rest of class).

Silent preparation. *To get thought acceptably.* The teacher will copy the following directions on the board, and the children will do what they say.

Children

1. Write down the names of all the things that talk outdoors. Put them one under the other. [Leaves of trees, water of brook, humming birds, bees, wind, lark, crickets, frogs, night-owl.]
2. Write beside each the word that tells *how* it talks. [Whispering, song, humming, buzzing, whistling, sings, chirp and chur-r-k, hoot.]
3. Put a cross to the one for which it did not tell how they sang. [Frogs.]
4. Write names of two shown in pictures. [Water, owl.]

Thought questions. Find:

1. What secrets might the leaves whisper? 2. Tell different ways of playing with a brook. 3. What is the boy doing on page 232? 4. Find the page in the Reader that tells what the frogs say [p. 231]. 5. Imitate the bees, frogs, and owl. 6. Why do they all sing? 7. Think of different secrets each might tell.

Oral reading. Five "Frogs" compete in relay. Then five others; etc.

Learn the poem.

Something to do. (*a*) Draw and color, or paint, a brook scene, a humming bird, a frog, or an owl.

(*b*) Make up a story about the picture on page 236.

THE CLEVER KID (pp. 234–235)

Word study. 1. Sight word: ***Ah.***

2. Phonetic words: *clev'er*, *kid*, *south*, *ten'der*, *steep*, *wolves*.

3. Pantomime game. Third Reader, back lining, 1–30.

4. Review Other Short Vowels, p. 276; Endings *er* and *est*, p. 276.

5. Seat work: (*a*) Problem 3, p. 276; (*b*) Problem 7, p. 277.

Introduction. Dangers that small or young animals meet. Illustrated by a young goat, or kid.

Rapid scanning and reference drills, for supervised class work.

a. Give title in other words.

b. Find *when, where,* and *who.* How numbered?

c. Find number of DO part, in italics. [4.]

d. How many speeches are made? [25; children count silently.] Find the place where both wolves speak together. [In 10.]

e. How many times does the KID speak? [3.]

Silent reading. *To get the story.*

Thought and organization questions.

1. Which is higher up — the wolf or the kid? 2. Find topics, or titles for the sections. [5, discover kid; 6, want her for dinner; 7, cannot go up steep hill; 8, must get her to come down; 9, they flatter and tempt with food; 10, the kid sees through their trick.] 3. What two things do the wolves use to tempt the little kid? 4. Why is the kid called *clever?*

Oral reading. Practice speeches.

Dramatization. Play the story. What can you use as a hill?

Something to do. Construct scene on sand-table and mould characters from clay.

BERRYING SONG (pp. 236–237)

Word study. 1. Phonetic words: [1]*trails,* [1]*glade,* [2]*rill,* [3]*gar'land,* [3]*car'ol,* [3]*shrill.*

2. Review Endings *le, en, ness, tion, less,* and *ies,* p. 276.

3. Seat work: (*a*) Problem 10, p. 277; (*b*) Problem 2, p. 276.

Introduction. Pleasant things to do in vacation time. "Here is one — listen!" (Oral reading by teacher.)

Oral reading. Teacher leads; children softly accompany to get rhythm and enthusiasm.

Thought questions. Read lines to answer:

1. To what kind of place are they going? 2. How does ground-pine differ from pine trees? 3. When do they go? 4. What do they pass on the way? [Lilies, roses, pine trees, brook.] 5. What would they do when through gathering berries? 6. What old stories might *you* tell? 7. What songs could *you* sing? 8. What would make echoes? 9. Find all the things that would make berrying a "merry time." 10. How does this country differ from yours? 11. What kind of thing could you do where you live? 12. Try to make up a song about it.

Learn the song. Alternate reciting by teacher and children.

Something to do. (*a*) Paint things they passed. [Lilies, roses.] (*b*) Draw and color the basket on the way home.

Test of verbal appreciation. Diagnostic Test No. 69, p. 336.

THINGS TO DO THIS SUMMER (pp. 238–240)

Word study. 1. Easy phonetic words: [1]*daily*, [1]*li'lac*, [2]*Mul'lein*, [3]*tent*, [3]*spruce*, [3]*ham'mock*, [3]*steal'ing*, [3]*soul* (four), [4]*stow*, [4]*sim'ple*, [4]*kick*, [4]*raw*, [4]*soil*, [4]*muz'zle*.

2. More difficult phonetic words to be copied on the board and used in sentences:

[2]ex-ci'ting
[3]hick'o-ry
[4]con'tact
[4]ex-pe'ri-en-ces
[4]va-ried

3. Review Prefixes, p. 277; Rules (*c*), (*d*), (*e*), (*f*), (*g*), p. 278.
4. Airplane game. Third Reader, p. 244, sections 1–8.
5. Seat work: (*a*) Problem 11, p. 277; (*b*) Problem 13, p. 278.

Introduction. Talk about previous articles by Dallas Lore Sharp. You will now study the last one and do the *best work* on it.

Full-period Procedures: Drill XVII

Supervised study. All the children do together:

a. Rapid scanning to find main ideas of paragraphs:

1. ¶ You should have a round of birds' nests to visit.
2. ¶ We'll show you how. [Children must glance through paragraph to get this.]
3. ¶ You should camp out.
4. ¶ You ought to go to a real farm.

b. Finding thought elements in paragraphs:

1. *When* [June and July]; *who* [you]; *what* [visit birds' nests]; *where* [chimney, barn, bird-house, tree hole, bushes, orchard, meadow, woods].
2. *What* [Did you ever do this?]; *why* [exciting and interesting]; *when* [June, July]; *where* [Mullein Hill]; *who* [you, Prof. Sharp's small boys].
3. *Who* [you]; *what* [camp out]; *where* [yard, roof]; *how, details* [pitch tent, bed of boughs, swing hammock, blanket of wool, piece of sail cloth or rubber coat, mosquito netting]; *why* [sweet-smelling forest trees, face to the stars, tree-tops swaying, feel fresh night wind].
4. *Who* [you, boy, girl]; *what* [spend some time on a real farm]; *why* [need to feel plowed ground, contact with growing things, earth, you need it as much as a cow needs it]; *details of country experiences* [hoe, gather vegetables, feed chickens and pigs, pasture cows, stow hay, dig and weed and plant]; *details of how cow behaved*, when let out after being in barn all winter [kicked up heels, ran to fresh earth, ate earth].

c. *Reading aloud* to bring out meanings of new words. (Copy the list of words on the board with section numbers.)

d. *Finding the section that describes the picture* on page 238 [section 3]. Do what it says at the bottom of page 240.

Five-minute Drills: Drill XVII

e. Make three placards for the 1–2, 3, and 4 paragraphs. [Birds' nests, camping, visiting a farm.] Children read in relay to visualize scenes.

f. Teacher reads line aloud. Children find and finish sentence.

g. Teacher announces section; children find words or expressions that make pictures.

h. Teacher announces section and gives thought of a sentence in other words, or re-arranged. Children find and read as given.

Something to do. (*a*) Make a tent. (*b*) Bring a tent to school and put it up in the playground.

SUPPOSE (p. 241)

Word study. 1. Sight word: [3]***beau'ty.***

2. Phonetic words: [1]*dreary,* [4]*glen.*

3. Review Endings *ed,* p. 277; final *y* and *ly,* p. 276.

4. Seat work: (*a*) Problem 8, p. 277; (*b*) Problem 9, p. 277.

5. Make words of occupations by adding *er* to the following:

print(er)	plumb(er)	teach(er)	play(er)	garden(er)
farm(er)	wait(er)	sing(er)	plant(er)	labor(er)

Introduction. Play the Suppose Game. Suppose we had no electric light, what would we do? ..... no gasoline? ..... no iron? ..... no sun? ..... no trees? .....

Oral reading by teacher.

Silent reading. *To find out:*

1. Why should we be most glad? 2. What things would we miss outdoors? 3. Mention others. 4. What things do you *see?* 5. What things do you *hear?*

Oral reading. Teacher and children, alternately.

Learn the poem.

Something to do. Draw the things that Miss Alice Cary describes. [Bird, grass, flowery trees, butterflies, bees, ears, eyes.]

A TRIP TO THE WOODS (pp. 242–243)

Word study. Review, as needed.

Silent reading test. Diagnostic Test No. 70*a* and *b.* (See page 337.)

A STORY PARTY

(Entire class participating)

A Poem in Relay. "Talk," p. 232 ..... 5 children
A Reading in Relay. "The Froggery," pp. 223–231 ..... 29 children
A Poem in Relay. "Berrying Song," p. 236 ..... 3 children
Talks. "Things to do this Summer," p. 238 ..... 4 children
A Play. "The Clever Kid," p. 234 ..... 3 children
A Poem in Relay. "Suppose," p. 241 ..... 5 children
A Story Retold. "A Trip to the Woods," p. 243 ..... 1 child

A HALF-YEAR PROGRAM

Poems We Like Best, from memory ..... The class
.....
.....
.....
.....

The Story We Like Best, read in relay ..... The class
.....

The Play We Like Best, acted ..... — children
.....

Poems We Like Next Best, from memory ..... The class
.....
.....
.....
.....

SUMMARY AND REVIEW OF PHONETICS OF GROUP VIII

I. Phonograms:

AR	EE	Y	OW (know)	OI
sc*ar*	st*ee*p	M*y*ron	fl*ow*ed	s*oi*l
fri*ar*			st*ow*	
schol*ars*	ER	OR		OY
g*ar*land	nurs*e*ry	f*or*ked	OU (round)	enj*oy*
			P*ou*ter	
AW	IR	OO (moo)	s*ou*th	UR
r*aw*	sh*ir*t	h*oo*ts		unf*ur*nished
				s*ur*face

Seat Work Problem

1. Arrange the mixed-up words under phonograms and write another word for each phonogram.

II. Short vowel combinations in jingles. (See page 3.)

Fun jingle	*Drum jingle*	*Duck jingle*	*Rush jingle*	*Nut jingle*
*un*furnished	thu*m*b	ja*ck*daw	unfurni*sh*ed	Whi*t*ney
*en*tirely	N*i*mble	tu*ck*ed	blu*sh*	thic*k*et
Myr*on*	T*im*	cri*ck*ets		
te*n*der	exa*m*ple	thi*ck*et	***Trunk jingle***	***Mud jingle***
co*n*tact	ha*m*mock	hi*ck*ory	pra*nk*s	Pa*d*
experie*n*ce	si*m*ple	hamm*ock*		ki*d*
gle*n*			***Bus jingle***	
		Bell jingle	hospital	***Bug jingle***
		su*ng*		polliwo*g*
				ju*g*-o'-rum

Seat Work Problem

2. Use each word in a "story" sentence.

III. Other short vowels:

Short *a* (am)	Short *e* (end)	Short *i* (ill)	Short *o* (odd)	Short *u* (up)
car'ol	clev'er	pol'li-wog	pol'li-wog	muz'zle
li'lac		hos'pi-tal	hos'pi-tal	
con'tact		ex-pe'ri-ence		

al, el, il, ol, ul

po*ll*iwog	scho*l*ars	ri*ll*	shri*ll*	fri*ll*s

ant, ent, int, ont, unt: *tent*

and, end, ind, ond, und: garl*and*

Seat Work Problem

3. Use the words in "story" sentences.

IV. Long vowels:

long *a* (ale)	long *e* (eve)	long *i* (ice)	long *o* (old)	long *u* (use)
va-ca'tion	ex-pe'ri-ence	fri'ar	stow	un-*u*sed'
va'ried		li'lac		
		ex-cit'ing		

Seat Work Problem

4. Use each word in a "sentence story."

V. Endings:

Final *y*		*ly*	*er*	*le*	*en*	*ness*
frogger*y*	dew*y*	entire*ly*	higher	nim*ble*	wool*en*	still*ness*
nursery	hickor*y*	willing*ly*	clever	exam*ple*		sweet*ness*
shin*y*	muddy	dai*ly*	tender	simple	***less***	
froggy	flower*y*	wonderful*ly*	sweeter	muzzle	useless	***es***
juicy	beauty	new*ly*	greener			froggies
sleepy	***est***	hungri*ly*	fresher	***tion*** (shun)		bodies
	hott*est*		younger	vacat*ion*		lilies
	high*est*					
	larg*est*					

ing

nett*ing*	fac*ing*	chirp*ing*	excit*ing*	breath*ing*
wriggl*ing*	burst*ing*	berry*ing*	sway*ing*	weed*ing*
stay*ing*	whistl*ing*	mock*ing*	steal*ing*	plant*ing*

ed

care*d*	stowe*d*	belove*d*	amuse*d*	unuse*d*
unfurnishe*d*	bruise*d*	behave*d*	forke*d*	varie*d*
flowe*d*	hire*d*	traine*d*	wake*d*	

s, or *es* (*, new words)

froggie*s*	*bullfrog*s*	neck*s*	scholar*s*	*hoot*s*	echo*es*
pool*s*	singer*s*	pad*s*	suit*s*	wolv*es*	*experience*s*
fence*s*	hair*s*	dinner*s*	front*s*	*trail*s*	heel*s*
*polliwog*s*	lilie*s*	shiner*s*	*pranks	pasture*s*	cheer*s*
bodie*s*	*frill*s*	*vacation*s*	*cricket*s*	basket*s*	trouble*s*

Seat Work Problems

5. Final *ing*. Beside each word copy the form without *ing*. Which had doubled the final letter? (Net.) Which had dropped final *e*? (Wriggle, face, whistle, excite, breathe.)

6. Write words in *s* and *es* with the word *one* in front. Where is *i* changed back to *y*? (Froggy, body, lily.) Where had *es* been added? (Froggies, bodies, lilies, wolves, echoes.) Where had *f* been changed to *v*? (Wolves.)

7. Final *er* and *est*. Copy the words that make words without *er* and *est*. Then for each write the three forms for talking about 1, 2, and 3 or more.

1	2	3 or more
high	higher	highest

8. Final *ed*. Divide into sounds of *ed*, *d*, or *t*.

9. Final *y* and *ly*. Arrange alphabetically and underline *y* or *ly*. Where you can form another word by dropping *y* or *ly* write that word beside the first word.

10. Final *le*, *en*, *ness*, *tion*, *less*, and *ies*. Arrange alphabetically and underline endings. Where other words can be formed write them beside the first.

VI. Prefixes:

ex	*im* (not)	*be*	*con*	*un* (not)	*in*
*ex*ample	*im*polite	*be*loved	*con*tact	*un*furnished	*in*sist
*ex*citing		*be*haved		*un*used	
*ex*periences					

Seat Work Problem

11. Joining *ex*, *im*, *in*, *be*, *con*, and *un* with the words on page 278 to make words you know. Exceptional pupils.

....loved	....ample	....witched	....used	....sist
....tact	....like	....cursion	....tween	....portant
....polite	....citing	....tinue	....sult	....fused
....stantly	....longed	....pression	....claim	....perience
....sent	....stant	....ravel	....haved	....sought
....pect	....pect	....furnished	....fallen	....inhabited

VII. Rules: (*a*) **" Little Lazy *e* "**

wire	blame	pride	glade	spruce
entire	behave	impolite	excite	

(*b*) **" Bossy Letter "**

croaker trails daily steal dreary

(*c*) " *c* before *e*, *i*, or *y* "

surface experience

(*d*) "Final *y* changes to *i* before endings"

dai*l*y (day)	frogg*i*es (froggy)	lil*i*es (lily)
hungr*i*ly (hungry)	bod*i*es (body)	var*i*ed (vary)

(*e*) "The single final consonant in a short vowel syllable is doubled before endings"

frogg*y* (frog) mudd*y* (mud) hott*e*st (hot) nett*i*ng (net)

(*f*) Final *e* is dropped before endings *ing*, *ed*, *er*

shin*ing* (shine)	larg*er* (large)	fac*ing* (face)	excit*ing* (excite)	amus*ed* (amuse)
juic*y* (juice)	wriggl*ing* (wriggle)	whistl*ing* (whistle)	breath*ing* (breathe)	wak*ed* (wake)
car*ed* (care)	bruis*ed* (bruise)	hir*ed* (hire)	behav*ed* (behave)	

(*g*) The ending *tion* usually has the sound of *shun*

vaca*tion* (shun)

Seat Work Problems

12. Rules (*a*) and (*b*). Arrange the words alphabetically and underline letter that says its name.
13. Rules (*c*), (*d*), (*e*), (*f*), and (*g*). Use ten of the words in "story" sentences.

VIII. Silent letters:

w	*b*
*w*riggling	thum*b* crum*b*

Seat Work Problem

14. Underline the silent letters in these Third Reader words:

whistle	thistle	knelt	knuckle	limb	doubt
knob	knee	swords	daughter	guest	knife
knight	although	boughs	wrapped	knit	disguise
eighteen	crumb	raspberry	gnat	guide	calm
kneel	island	wriggle	guard	thumb	honor

IX. Contractions: They're.

CORRELATION WITH OTHER SUJBECTS

Note: Review the victrola records of the year.

Picture study. *Perry Pictures.* Lilies, 9270, 2 cts.; humming bird, 9085 or 9212, 2 cts.; pond, 496; lark, 9029, 2 cts.; owl, 9041, 2 cts.; wolf, 835; butterfly, 9513, 2 cts.; cow, 503; blackbird, 9019, 2 cts. *Puzzle pictures* in Third Reader.

Conversation. Things seen outdoors among animals and plants, odd pets. Ingenious ways to play outdoors. Toys for outdoor play.

Dramatization. "The Clever Kid."

Language. Copying and re-arranging simple outlines. Copying words with "one" before. Comparison of "1, 2, and 3 or more." Rules for phonetic spelling.

Health lessons. What to do when accidents happen.

Nature study. Frogs: habit of life; eggs; tadpoles; food; call; outdoor sounds: water; wind; trees; animals. Night sights and sounds.

Geography. General plan of the country — rivers, lakes, etc. Seasonal changes (summer).

Penmanship. Word Book.

Incidental numbers. Quick reference.

Music. (*a*) "Water Lilies": *Columbia record* A3145.

(*b*) "Froggies' Singing School": *Victor record* 17596.

(*c*) "Katy Did": *Victor record* 17625.

(*d*) "Bird Songs": *Victor record* 17735.

Games. Pantomime game, p. 271; Airplane game, p. 273; Suppose game, p. 274.

Handwork. Pictures of brook, froggery, General, Lily Pad Pond, singing school of frogs, brook scene, humming bird, frog, owl, lilies, roses, basket; Sand-table scene for "The Clever Kid"; clay kid and wolf. Tent.

Collections. Things for an aquarium. Things for camping out. Pictures of beautiful things outdoors.

SONG GAMES, POEMS, AND STORY-TELLING

Note: Renew song games and poems of the year.

Song games. (*a*) "The Frog." Bentley's *Play Songs*, p. 11.

(*b*) "Stars and Daisies." Smith's *Songs for Little Children*, p. 68.

(*c*) "The Owl." Rust and Jenks' *Songs of the Child's World*, 1, p. 89.

(*d*) "Taddy Pole and Pollywog." Rust and Jenks' *Song Echoes*, p. 132.

Poems. (*a*) "Little Orphant Annie." J. W. Riley.

(*b*) "The Scarecrow." Celia Thaxter. (See p. 347.)

(*c*) "Swinging on a Birch Tree." Lucy Larcom. (See p. 346.)

(*d*) "June." F. D. Sherman. (See p. 349.)

(*e*) "The Moon." R. L. Stevenson. (See p. 341.)

Story-telling. (*a*) "A Lesson of Faith." (Gatty.) Poulsson's *In the Child's World*, p. 307.

(*b*) "How Johnny Chuck Found the Best Thing in the World." Burgess's *Old Mother West Wind*, p. 127; Bailey's *Stories Children Need*, p. 116.

(*c*) "Legend of St. Christopher." Scudder's *Book of Legends*, p. 31.

(*d*) "Little Daylight." (Macdonald.) Bailey's *Stories Children Need*, p. 306.

SUPPLEMENTARY OR PRACTICE READING

I. STORIES IN OTHER READERS

(*a*) **Frog stories.**
Spry Mouse and Mr. Frog. Story Hour, Book 2, p. 44.
The Princess and the Golden Ball. (Grimm.) Winston Second, p. 76.
The Three Feathers. Natural Method, Third, p. 171.
Brother Green-Coat. Elson Third, p. 200.
The Frog who Tried to be as Big as an Ox. Studies in Reading, Third, p. 16.

(*b*) **Sindbad.** (Arabian Nights.)
Easy Road to Reading, Third, p. 110.
Free and Treadwell Third, p. 37.

(*c*) **The Water Lily.** (Indian.)
Young and Field Second, p. 156.
Story Hour, Third, p. 94.
Elson Third, p. 115.
American School Readers, Third, p. 164.
Cooke's Nature Myths, p. 116.

(*d*) **The Golden Blackbird.** (Perrault.)
Winston Second, p. 103.

(*e*) **Philemon and Baucis.** (Greek.)
Summers Second, p. 35.
Young and Field Third, p. 218. (Play.)
Cooke's Nature Myths, p. 107.

(*f*) **Robert of Sicily.**
Natural Method, Third, p. 290.

II. POEMS IN OTHER READERS

(*a*) **A Boy's Song,** by Hogg. (See page 354.)
Story Hour, Third, p. 153.
Beacon Third, p. 27.
Howe Third, p. 186.
Free and Treadwell Third, p. 247.
Young and Field Third, p. 226.

(*b*) **Frogs at School,** by Cooper.
Studies in Reading, Third, p. 14.
Story Hour, Second, p. 43.

(*c*) **Who Stole the Bird's Nest?** by L. M. Child.
American School Readers, Third, p. 229.
Free and Treadwell Third, p. 69.
Story Hour, Second, p. 116.

(*d*) **Lobster Quadrille,** by Lewis Carroll.
Free and Treadwell Third, p. 197.

(*e*) **Friends,** by Abbie Farwell Brown.
Riverside Third, p. 135.

EXTRA WEEK OF SUPPLEMENTARY READING

I. STORIES IN OTHER READERS

(*a*) **Bug stories.**
Rooster and Grasshopper. Child's World, Second, p. 50.
Bruce and Spider. Baker and Thorndike Third, p. 229; Beacon Second, p. 97.
Lion and Mosquitoes. Winston Second, p. 83.
The Spider and the Bee. Young and Field Second, p. 163.
The Queen Bee. (Grimm.)
The Ants' Monday Dinner. Natural Method, Third, p. 107.
Down by the Pool. Natural Method, Third, p. 32.
Mother Spider. Elson Third, p. 224.

Buzz and Hum. American School Readers, Third, p. 170.
A Swarm of Bees. Easy Road to Reading, Third, p. 252.

(*b*) **One Eye, Two Eyes, Three Eyes.** (Grimm.)
Beacon Third, p. 52.
Scudder's Fables and Folk Stories, p. 13.

(*c*) **Uncle Rain and Brother Drouth.** (Harris.)
Riverside Third, p. 113.

(*d*) **The Wise Tortoise.** (Hindu.)
Winston Second, p. 15.
Riverside Second, p. 85.
Child's World, First, p. 81.
Young and Field First, p. 144.
Studies in Reading, Third, p. 11.
Dutton: Tortoise and Geese, p. 1.

(*e*) **William Tell.** (Swiss.)
Beacon Third, p. 7.
Merrill Third, p. 146.

(*f*) **Stories of Great Men.**
Life of Grimm Brothers. Young and Field Third, p. 13.
Life of Edward Lear. Young and Field Third, p. 185.
Daniel Webster. Horace Mann Third pp. 186, 188.
Life of Watt. Merrill Third, p. 140.
Life of Hawthorne. Summers Second, p. 131.
Life of Whittier. Summers Second, p. 48.

II. POEMS IN OTHER READERS

(*a*) **The Wonderful World,** by Rands.
Story Hour, Third, p. 223.
Riverside Third, p. 46.
Haliburton Third, p. 1.
Free and Treadwell Third, p. 253.
Young and Field Third, p. 141.

(*b*) **Queen Mab,** by Hood.
Story Hour, Third, p. 47.

(*c*) **Dewdrops,** by Mary F. Butts.
Riverside Third, p. 37.

(*d*) **Agreed to Disagree,** by Dayre.
Howe Third, p. 200.

(*e*) **Vacation Song,** by F. D. Sherman.
Riverside Third, p. 245.

III. SILENT READING DRILL EXERCISES

Stone: Silent Reader, Book II.

THIRD READER VOCABULARY

Note. The heavy black numbers indicate pages in the Third Reader. The numbers or numbers and letters indicate the Thorndike rating. See p. xxxv. Sight words are in heavier type.

gradual... 3a
hollow.... 2a
fanning... 2b
lake..... 1b
tying..... 1b
apron.... 3b

2

goblin.... 5

3

scold..... 3b
magic.... 3a

4

laid..... 1b
edges..... 1b
firm..... 1b

5

whistle... 2a
tag..... 9
o'clock... 3a
porridge.. 5

6

7

8

thunder... 2b
promise... 1b

9

cattle.... 2a

10

important. 1b
axe..... 2b
minds.... 1a4
wicked... 2b
skin..... 1b

11

bloom.... 2b

12

figure.... 1b
tub..... 4a

13

mildew... —
fern..... 4b

14

15

stiff..... 2b
robe..... 3a
hem..... 4a
born..... 1b
paid..... 2a
price..... 1b
pay..... 1a4

16

harms.... 2a
nap..... 4b
plenty.... 2a
season.... 1b

17

spread.... 1b
sultry.... 5
blessed... 1b

18

hare..... 3b
tortoise... 5a

19

follow.... 1a3

20

win..... 1b
supercilious.... —
crowd.... 1b

21

allowed... 1b
pretended. 3b
hop-scotch — 1b
else..... 1b
lemonade. 5a

22

though... 1a4
advice.... 2b
familiar... 2b
succeeding 2a
particular. 2a
flickers... 4
dip..... 3a
thousand. 1a4
expecting. 1b

23

expectation... 5a
purpose... 1b

therefore.. 1b
disappointment... 4b
discoveries.... 3a
hints..... 4b
alone..... 1a4
picnic.... 4b
silent..... 2a
patient... 2b
granite... 5b
practice.. 1b
mosquitoes.... 5
fixing..... 1b
stump.... 3a
boring.... 2b
variety... 3a
weather... 1b
scenes... 2b

24

fresh..... 1a5
planet.... 4b
dusk..... 5b
Noah..... 8
ark..... 5a
enter..... 1b
nature.... 1b
menageries..... 3
snout..... 7
coon..... —

25

26

Spotty... 1b
moonbeam 4
crackled.. 5b

27

pitty-pat.. —

28

Gwen.... —

29

Welsh.... —
England.. 1b
company.. 1a5
Quakers.. 5
America.. 2a

brother... 1a4
protect... 2a
dug..... 3b
caves..... 2b
boughs... 3a

30

ladder.... 3a
upper.... 2a

31

roly-poly.. —
spare..... 2a
gums..... 5b
rattle..... 3b
gourd.... 5
meeting.. 1a3
Philadelphia.... 3b

32

coaxed... 6
bound.... 2a
surprised.. 1b
tooth..... 2b
amuse.... 4a
flowed... 1b

33

narrow... 1b
stream... 1b
trickled... 6
several.... 1a5
inches.... 1b

34

wrapped.. 2b
shawl.... 7
candle.... 2b
steadily... 6
jerk..... 7
neither... 1b
ugh..... —

35

limped... 5b
scrambled 8
canoe..... 4b
glided.... 3b

36

37

lying..... 2a

middle... 1b
crouching 5b
grunted... 3
swung.... 5
strapped.. 4b
flat..... 2a
chuckled.. 8
tethered.. 4
already... 1b
groups... 2b
scraping.. 3b
mocassins 7
beads.... 3b

38

bows..... 1b
arrows... 2b
soup..... 3a
lifted..... 1b
chief..... 1b
motioned. 2b
papoose... —
Ninonah.. —
shyly..... 4b
crop..... 2a
daughter.. 1b

39

choke.... 4a
flash..... 2a
throat.... 2b
bravely... 1b
grasped... 3b
dozen.... 2a

40

41

language.. 2a

42

lodges.... 2a
timid..... 4a

43

forth..... 1b
Opechee.. —
Owaissa.. —
Adjidaumo... —
chattered. 4a
distance.. 1b
erect..... 2b

haunches . 5
frolic..... 5a

44

45

Columbus 3a
Halloween 4
pumpkins 4b
Charles... 2a

46

47

paddle... 5b
clay..... 2b

48

enchanted 5a
prince.... 1b
feast..... 2a
Persia.... 5a
emperor... 3a
throne.... 2b
midst..... 3a
Hindu..... —
leading... 1a5
handsome. 2b
bore..... 2b
costly..... 3a
saddle.... 2b
bridle..... 3b
live..... 1a2
artfully... 6

49

knelt..... 6
mount..... 1b
fond..... 2a
peg..... 5a
gazed..... 2b
mere..... 2a
speck..... 8

50

offered... 1b
sell..... 1b
angry..... 2a
wretch... 4a
juggler... —
bargain... 3a
propose... 3a

51

manage... 2b
aid..... 2a
flung..... 4b
sire..... 3b

wits..... 2a
senses.... 2a

52

bade..... 3a
officers... 1b
prison.... 2b

53

search.... 2a
reins..... 3b
palace.... 2a
dim..... 3a

54

swords... 2a
guard.... 1b
inner..... 4b
couch..... 3a
maids..... 2a
creature.. 2a
gently..... 3b
twitched.. 5
sleeve..... 3b
kneeling.. 3b
princess.. 3a
kingdom.. 2a
Bengal... —

55

command 1b

56

splendid.. 2a
precious.. 2b
bracelets.. 5a
receive... 1a4
slept..... 3a
risen..... 6
presence.. 2a
honor.... 1b
account... 1b
royal..... 2a
nay..... 4a

57

glories.... 2a
court..... 1b
refuse.... 2a
request... 2b
guest..... 2a
sport..... 2a
return.... 1b
perfectly.. 1b
trust..... 1b
rejoiced... 2a

58

married... 2b
loath..... 5
capital... 2b
belonging. 1b
servants.. 2a
overjoyed 3
dwelt..... 4a
permitted 2a

59

powerful.. 3b
consent... 2a
fetch..... 2b
begone... 4

60

61

captain... 1b
rage..... 3a
mocked... 2b
besought.. 5
pardon... 2b
waste..... 1b
vain..... 2a
reproaches 3b

62

obtain.... 2a
pilgrim... 4a
disguise... 3b
vale..... 3b
Cashmere —
luck..... 3a
sultan.... 6

63

magician.. 6

64

restore... 2b
trumpets . 3a
notice.... 1b
despair... 3a
crazy..... 5a
doctors... 1b
cure..... 2b
affair..... 2b

65

fate..... 2b
befallen... 4a
wed..... 3b

66

health.... 1b
remains... 1a5

complete.. 1b
charm.... 2a
incense... 4a
dispel.... 4
remnant.. 4b
disease... 2b
raiment... 7

67

68

list..... 1b
neighbor-hood... 3a
neglecting. 2b
rarer..... 2b
buntings.. 7
study..... 1b
scarce..... 2a
confused.. 5a
medley... 3
flitting... 5a
tempted.. 3a
multitude 3b
opera..... 4a
whether.. 1b
peculiar.. 3a
flight..... 2b
flirt..... 8
habit..... 3a
identify... 6
memory.. 2a
accurately 3
able..... 1b
screech... 6
jay..... 8
goldfinch . —
English... 1b
junco.... —
nuthatch . —
quail..... 9
lack..... 2a
supply.... 1b
suet..... —
chickadees —
lawn..... 2b

69

70

provide... 2a
describes.. 2a

71

laden..... 3b
gleam.... 4a
fruits..... 1b

tapers.... 4b
greet..... 2a

72

sentence.. 3a
airplane.. 4

73

Horner... —
Muffet... —
tuffet.... —
Hubbard . —
church... 1a5
circus.... 5a
walnuts... 5b

74

75

true..... 1a3
worn..... 2b
whiskers.. 6
journeyed 1b
weary.... 2b

76

pocket... 2a

77

78

course.... 1a4
notched... 4
minute... 1b
warbling.. 5a

79

80

hied..... 6
trunk.... 2a
tore..... 4b
roughly... 2a

81

fist..... 3b
spite..... 2a
richer.... 1a4
Aha..... 4

82

stamped.. 2a
unto..... 2b
trilling... —
ill..... 1b

83

arrived... 1b
commo-tion.... 7

84

85

86

orphan . . . 4a
scowled. . . 5
bother. . . . 4a
gruffly. . . . 5a

87

worrying. . 3b
grumbled . 5a
twisted. . . 3b

88

thrushes. . 8
divided. . . 1b
finally. . . . 2a

89

seized. . . . 1b
wealth. . . . 2a
cheat. 4a
buried. . . . 2a
evil. 2a

90

91

92

flock. 2b
hazel. 5b
trousers. . . 4a
trooping. . 2b
spied. 2b
thick. 1b
janitor's . . 6

93

94

lad. 2a
clothe. . . . 1b

95

Piccola. . . —
seldom. . . 2b
favor. 1b
France. . . 1b

96

parents. . . 2a
striving. . . 3b
poverty's. 3b
gifts. 1b
saint. 2b
Nicholas. . 8
doubted. . 1b
faith. 2a

97

shivering . 3b
rapture. . . 4b

98

snap. 3a

99

100

fluttered. . 3a
flown. 4
bath. 3a
bathe. . . . 3a

101

102

Japanese. . 5a

103

Thornton. —
lanterns. . 4b
ceiling. . . . 4b

104

105

deal. 1b

106

square. . . . 1b
pagoda. . . —
match. . . . 2a
sloped. . . . 2b
winding. . . 1a4
zig-zag. . . 8
dwarf. . . . 4b
needles. . . 2b
rusty. 5b

107

108

elbow. . . . 3b

109

china-stuff. . . {2b 2b
gown. 2b
knob. 7
teeny-weeny. . —
floated. . . 2b

110

questions. 1b

111

longingly . —
gentleman 1b

112

lonesome. . 5a
difference. 1b

113

nibbles. . . 8
bait. 5a

114

115

legend. . . . 5b
harness. . . 3a
sledges. . . 5a
cubs. . . . . —
lesson. . . . 1b
preaching 2b

116

cottage. . . 2b
hearth. . . . 3b

117

kneaded. . 6
scrap. 4b
dough. . . . 8
wafer. 6
shelf. 4b
provoke. . 3b

118

human. . . 2a
form. 1a3
scanty. . . . 5b

119

scarlet. . . . 3b
coal. 1b
lest. 3a

120

spoke. . . . 1b

121

pipes. 2a
sill. 7

122

Dutch. . . . 3a
twins. 3a
Kat. . . . . —

123

Winkle. . . —
tiles. 4a
plates. . . . 2a
shelves. . . 9
embroid-ered. . . . 5b
drew. 2a
curtains. . 5b

. 124

mercy. . . . 2b
sakes. 2b
wagon. . . . 2a
knuckles. . 4
whimper. . —
press. 1b
waist. 2b
Jan's. . . . . —

125

faded. . . . 5b

126

127

coffee. . . . 2a
Paul. 3a

128

bricks. . . . 2a
joggle. . . . —
Vrouw de Vet. . . . —
quart. 3b

129

Hans Hite —
drove. . . . 2b
sale. 2b
snails. 5b
scream. . . 3a

130

bounced. . 7
struck. . . . 2b
slid. 5

131

howl. 3a
wives. . . . 3b
clattering. 5b
wiped. . . . 2b

132

Anna. 5a
Smith. . . . 3a
Portland. . —
Maine. . . . 8
Arden. . . . —
Wayne. . . —
York. 8
directions 2a
envelope. . 4a
address. . . 2a
state. 1a3

133

seal. 2b
mail. 1b

written. . . 2a

134

jungle. . . . 4
insects. . . . 3a
snakes. . . . 3b
savages. . . 2b
huts. 3a
war. 1a4
lawless. . . 9

135

Nogasak. . —
Eskimo. . . 4
fifteen. . . . 2a
playmates 4b
mounds . . 4b
clay. 2b
plastered. . 5b

136

137

Cheeko. . . —
Nogak. . . . —
sled. 5b

138

sank. 4a
bitter. . . . 2a
rope. 2b

139

Win-throp's. —

140

pulpit. . . . 8
startled. . . 4b
rap. 5a

141

peace. . . . 1b
less. 1a5
slung. . . . . —
Grandma. 4a
spell. 2b
Maggie. . . —

142

Rat-tat-too. . . . —

143

primary. . 5b
grade. . . . 2b
band. 1b

144

scufflings. . —
delays. . . . 2a

recess.... 2a
dismissed. 3b
pupils.... 2a
principal.. 2b
arithmetic 6

145

probably.. 2b
furnace... 3b
file..... 3a
instant... 2b
struggling. 2a
mass..... 2a
dragged.. 2b

146

horror.... 3b
courage... 2b
shocked... 2b
calmed... 2b
passage... 3a

147

dingy.... —

148

Christian. 2b
curve.... 3b
engines... 2b
department... 3a

149

sturdy.... 5b
blast..... 3a
loftier.... 3b
prize..... 2b
victory... 2b
defeat.... 3b
test..... 2b

150

telephone. 3a
case..... 1a5
operator.. 5b
hello..... 5b
hook..... 2b

151

arranged.. 2b
regular... 2a
Donald... 9
Frank.... 2b
Grace.... 1b
Harry.... 2a
Isobel.... —
Kenneth.. —
Lillian.... —

Nora..... —
Oliver.... 5a
Quentin... —
Ralph.... 3b
Stella.... —
Ursula... —
Violet.... 3a
William.. 2a
Xerxes... —
Yetta.... —
Zillah.... —

152

repairing.. 2a
factory... 3a
pulley.... 3
mistake... 2a
fellow.... 1b
die..... 1a3
freeze.... 2b

153

154

husband.. 1b
unravel... —
coarse.... 3a
yarn..... 5b
knit..... 3a
twine.... 4a

155

cheered... 2a
copy..... 2a

156

157

158

title..... 2a
cane..... 3b
maple.... 4a
sap..... 4a
machine.. 2a
tear..... 1b

159

boiled.... 2a
candy.... 2b
lumber... 2b

160

truck..... 5a

161

permission 4b
meddling. 5a
electric... 3a
gas..... 3a

162

wrens.... 5a

163

insult.... 4a

164

shrieked.. 3b
dens..... 3a
terrible... 2a
prove.... 1b
suffer.... 1b
fierce.... 2a

166

167

assembled 3a
donkeys.. 4a
tiger..... 4a
summoned 3a
gnats..... 8
spies..... 2b
general... 1a5
army..... 1b
cunning... 3a
council... 2b
Reynard.. 8
famous... 1b

168

charge.... 1b
battle.... 1b
bellowing. 4a
whirring.. —
sting..... 3a
hind..... 3a

169

droop.... 3a

170

apology... 4
winners... 8

171

accept.... 2a

172

poem..... 3a
alder..... 5
powdery.. 3a

173

gay..... 2a
ripple.... 5a
columbine —
dandelions 7
daisies.... 3a
clover.... 4b

174

175

invest.... 9
disturbing 3a
limb..... 2b
excursions 8
swamp... 4a
salt..... 1b
marsh.... 5a
uninhabited... —, 4a
haunts... —
landscape 5a
impressions... 4a
altogether 3b

176

belted.... 2b
turtle.... 4b
clustered.. 3b
catkins... —
naturalist —
interesting 1b
special... 2a
collect.... 2b
vessels.... 2a
ordinary.. 3a
afford.... 3a
aquarium. 4
minnows.. 5
beetles... 5b

177

remarked. 3b
dwindled. 8
stable.... 2b
amount... 1b
holiday... 2b
possible... 1b

178

sociable.. 3
parasol... 3
apt..... 12
horns.... 2a
rust..... 3b
quit..... 2b
porch.... 2b
heel..... 2a

179

unlatching —, 5a
fiddle.... 9
tuned.... 3a
level..... 2a

exclaimed 3a
continued 1b

180

beard.... 2b
depended. 2b
broom.... 3b

181

stroke.... 2b
jan-weed.. —
yan-weed. —
tan-weed.. —
ache..... 3b
dare..... 1b
fling..... 4b

182

183

184

185

juniper... 5
sorrow.... 2a

186

orchard... 2b
zoo..... —

187

saluted... 4a
memorial. 4a
graves.... 1b
daffodils.. 6
struts.... 5b

188

whisk.... 9
wand..... 3b

189

190

imp..... 3

191

echoing... 2b
glanced... 2b
horrible... 3b
gauzy.... 6
reminded. 4a
blouse.... 8
hood..... 3b
jingled ... 6
jangled... —

192

grin..... 4b
bold..... 8
read..... 1a3

193

jokes..... 3b

194

195

eclair.... —
fountains. 2b
merriment 4
transparent.... 7

196

dainties... 4b
groaned... 3a

197

temper... 3a
although.. 1b
crash..... 4a
jouncy.... —
cavern... 8

198

broad.... 1b
anger.... 2a
mirror.... 3a
judge..... 1b
gushed... 5a
bring..... 5

199

raspberry. 4

200

shrubs.... 4a
caramel... 6
bonbon... 6
luscious.. —
chocolates 4a
wedge.... 5a
knife..... 2a
soapsuds.. {3a —
mince.... 8
sawdust.. {1a3 1b
plums.... 3a
sponge... 5a
India..... 3a

201

griddle... 5
leather... 2a
salad..... 5b
serious... 2b
guide..... 1b

202

marble... 2b

203

anxious... 2b
Humph .. —
enjoyed... 8

204

treadmill.. {2b 1b

205

breathe... 2a
tones..... 2b
harsh..... 3b

206

island.... 1b
Rugen.... —
delicate... 3a
shepherd.. 2b
Fritz..... 5b
'Mid..... 4a

207

heather... 4
elf..... 5a
trouble... 1b
aye..... 7
mournful. 5b
treasure.. 2a
jackdaw.. —
magpie... 6
Ralov.... —
Unruh.... —

208

trace..... 2a
pasture... 2b
fay..... —
talisman.. —
rang..... 4a
keen..... 3b
delicious.. 4b

209

sprite.... 9
crone.... —
hobbled... 3
conquer... 2b

210

glittering. 3a
staff..... 3b
wrought.. 3a
carved.... 3a

211

gesture... 8
mystic.... 5
bewitched 8
dazzling.. 5a

blind..... 1b
thistle.... 4b
blend..... 4b

212

labors.... 1b
prospered. 3b
eighteen.. 2b
mark..... 1a4
purchase.. 2a
knight's.. 2a
estate.... 3a
nobleman. 8
gracious.. 3a

213

Marjorie's —
almanac.. 5
twig..... 3b
fringed... 4b
elm..... 3b

214

vegetables 2b
grains.... 1b
woven.... 4b
looms.... 5a
type-writers. 5b
metal.... 2b

215

planks.... 5a

216

tulip..... 5
purple.... 2b

217

sulked.... —
sought.... 2b
flouted... —
awry..... —
bare-headed. {2a 1a2

218

grocery... 4a

219

sort..... 1b
buffalo... 8
humming. 3b
lily..... 3a

220

sold..... 1b
clean..... 1b
cooled.... 1b

221

absorb.... 8
odors..... 3b
sponge... 5a
advertised 5a

222

223

unfurnished.. 3

224

wire..... 2b
polliwogs. —

225

hospital... 3a

bullfrogs.. {3a 3a

bass..... 7
entirely... 1b

226

scar..... 4b
pad..... 5a
blame.... 2a
frills..... 4
surface... 2b

227

Pouter ... —
friar..... 5b
thumb... 3b
Croaker.. 5a
Nimble-foot.... {5b 1a3
Tim..... 7
vacations. 3b

228

scholars... 4a
behaved.. 4a
example.. 2a
Myron... —
Whitney.. —
sung..... 3b

229

shirt..... 2b
pride..... 2a

230

forked.... 2b
pranks... 5b
insist..... 3b
jug-o-rum. —
kerchug... —
Gota-crumb.. —
tucked... —

232

233

crickets... 4b
hoots..... 9

234

clever.... 4a
kid..... 2b
south.... 1a5
Ah..... 2a
tender.... 2a

235

steep..... 2b
wolves... 4b

236

trails..... {3a 3b
glade..... 3a 5b

237

rill..... 4a
garland... 4a
carol..... 7
shrill..... 4a

238

daily..... 2b
lilac..... 4
exciting... 3a
Mullein... —

239

tent..... 2a
spruce.... 4
hickory... 5
hammock 6
stealing... 2a
soul..... 1b
contact... 4

240

stow..... —
experiences..... 2a
simple.... 1b
varied.... —
kick..... 2b
raw..... 3a
soil..... 1b
muzzle... 5b

241

dreary.... 5b
beauty.... 1b
glen..... 5a

242

243

244

A TESTING PROGRAM

Note: Review pages xxiii to xxvii in the Introduction.

Note: The *title* indicates the type of test; *when used* indicates either what drill it is associated with, or after which group it comes; *day* indicates the number of the lesson in the Schedule of Basal Lessons; *lesson page* indicates the page in the Manual where the test is administered; and *text page* indicates the page where the facsimile of the published test is given.

INDEX OF SECOND GRADE TESTS

No.	*Title*	*When used*	*Day*	*Lesson page*	*Text page*
31	Doing three things	After Drill I ("Doing Three Things," p. 14)	16	24	295
32	a. Rate of silent reading b. Comprehension	After Group I ("The Farmer and the Stork," p. 25)	18	26	296
33	Reasoning	After Drill II ("The Reason Why," p. 24)	30	39	297
34	Rate and comprehension	After Group II ("Wiggle Tad," p. 50)	34	40	298
35	Verbal appreciation	Poems, Second Reader, pp. 1–50	35	40	299
36	Questions and answers	After Drill III ("Signs and Signals," p. 48)	47	52	300
37	a. Silent reading b. Classifying words	After Group III ("Christmas Puzzle Game," p. 81)	52	54	301
38	Verbal appreciation	After Drill IV ("Tell the Right Word," p. 76)	63	65	302
39	a. Rate of silent reading b. Comprehension	After Group IV ("The Boy and the Wolf," p. 110)	72	67	303
40	Verbal appreciation	Poems, Second Reader, pp. 1–110	73	68	304
41	Thinking; ideas in order	After Drill V ("Find what is Wrong," p. 108)	87	78	305
42	Following directions	After Group V ("Things to make," p. 134)	90	80	306
43	Following directions	After Drill VI ("Do what you read," p. 132)	106	95	307
44	Verbal appreciation	Poems, Second Reader, pp. 1–169	115	100	308
45	Rate and comprehension	After Group VI ("Peter Rabbit goes for berries," p. 170)	116	100	309
46	Thought elements	After Drill VII ("Who, when, what," p. 168)	129	110	310
47	Following directions	After Drill VIII ("Doing Three Things," p. 186)	136	112	311
48	Word recognition	After Group VII ("Hidden Word Game," p. 194)	139	113	312
49	Thought elements	After Drill IX ("Who, when, what," p. 192)	152	122	313
50	a. Rate of silent reading b. Comprehension	After Group VIII ("Morning Star," p. 210)	157	123	314

How tests are related to the drills. A glance at the Index of Second Grade Tests on p. 287 will show you that a test is given at the end of each group and after the various drills. There are five rate and comprehension tests for the second year. All of this material is given in the Reader, but where the letters *a* and *b* follow the number of the test, they indicate that the material for testing rate may be secured from the publishers as test *a* and the comprehension test as test *b*. Where no letter is used, as in Test No. 34, the material in the Reader is used for the test in rate, and the published test consists only of one sheet (the test of comprehension).

Variety and progression of tests. The tests are closely related to a thorough and progressive course in silent reading and word study developed in the Manual. Each test, except rate and comprehension tests, comes as a climax to a series of drills specified in the Schedule of Basal Lessons at the beginning of each group. It is followed by other drills of the same nature which through their variety hold the interest of the abler children and at the same time give the slower children the extra drill they need to make a better showing in the next test of that type.

The following outline shows on what sound and practical principles the tests are based. The repeated tests and drills along these lines result in a gradual and permanent gain in the mass of children in accurate and intelligent reading. The teacher who follows the schedule of basal lessons in her daily reading will reap the benefits of the repeated drills in these tests.

Note: In the following outline the tests for the second year are numbered from 31 to 50; and for the third year from 51 to 70. (1 to 30 were first grade tests.)

I. Rate and comprehension of silent reading.

a. Easy narrative: Tests Nos. **32, 34, 39, 45, 50, 51, 53, 60, 61, 65, 70.**

b. Difficult or study material: Tests Nos. **55, 57, 62, 63, 66, 68.**

c. Previous reading in Third Reader: No. **65.**

II. Reading as thinking.

a. Finding thought elements of *who*, *when*, *where*, *what*, and *how:* Tests Nos. **46, 49, 54, 56, 59, 70.**

b. Reasoning, finding true and false: Nos. **33, 36, 41.**

c. Finding ideas in order: Nos. **41, 47.**

d. Understanding *if* ideas: Nos. **45, 51, 53, 57, 59, 60, 61.**

e. Understanding *unless* ideas: No. **63.**

f. Finding main ideas and details (study) Nos. **55, 57, 62, 63, 66, 68.**

III. Reading interpreted accurately.

a. Through doing, or following directions: Nos. **31, 42, 43, 46, 47, 54, 56, 59, 61.**

b. Reproduction by means of handwriting.

(*a*) Completing sentences: Nos. **61, 63.**

(*b*) Writing word, number, or phrase answers: Nos. **53, 57, 62, 66, 68, 70.**

(*c*) Writing sentence answers: Nos. **32, 55, 62, 65, 68, 70.**

(*d*) Outlining:
Who, when, what, etc.: Nos. **47, 54, 56, 59, 70.**
Subordinate details in outline form: Nos. **63, 66, 68, 70.**

c. Through drawing to test visualization: No. **64.**

IV. Verbal appreciation.

a. Rhyming words: Nos. **35, 40, 44, 58.**

b. Words in context: Nos. **35, 38, 40, 44, 52, 57, 58, 67, 69.**

c. Words classified: Nos. **37, 67.**

d. Words meaning the opposite: Nos. **38, 69.**

e. Words meaning the same: No. **69.**

f. Word recognition: Nos. **42, 48, 67.**

How tests are administered. Each year some of the tests are given in the basal reading period and are so indicated in the Schedule of Basal Lessons. In each case a second basal reading period is devoted to the discussion of these tests.

Tests given in basal reading periods

Second year: Nos. 32, 34, 37, 39, 45, 50.
Third year: Nos. 51, 53, 55, 60, 63, 65, 66, 67, 68, 70.

All the other tests are given in drill periods.

Note: Printed tests with the letter *a* following the number give the material in the Reader for testing rate of reading. This material, on the printed test, is placed so that the child cannot read until the paper is turned. This is to prevent a child's writing his name and reading the test before the signal is given. The teacher should (1) have children write their names; (2) say "Turn and read" (books being opened and laid face down). When she says "Stop" at the end of a minute, the children put a ring or circle around the word they were reading and then finish.

In distributing the comprehension test (marked *b*), the teacher lays the new test face down and collects the rate test. At her signal ("Turn") children turn the sheets and answer the questions by underlining correct answers.

SCORE CARD

A*	perfect
A+	1 off
A	2
A−	3
B+	4
B	5
B−	6
C+	7
C	8
C−	9
D+	10
D	11
D−	12
E+	13
E	14
E−	15
F+	16
F	17
F−	18
G+	19
G	20
G−	21
H+	22
H	23
H−	24
I+	25
I	26
I−	27
J+	28
J	29
J−	30

How to score. As the tests are primarily diagnostic, both teacher and child are interested in finding the mistakes. Therefore tests are marked by deducting the mistakes from the perfect score.

In order to keep the scoring simple and easy for both teacher and child, letters are used to designate the mistakes. Perfect score is indicated by A* (A starred). The letters from A to J are used. By the simple plan of counting three off for a letter (A plus, A, and A minus) a range from 1 to 30 is secured.

The teacher should copy the score card with the corresponding figures on cardboard to make it easy to consult for scoring. As the numbers go by three's from letter to letter, the number and letter scores are very easily associated.

To indicate rate or speed of reading, numbers are used; as, 80 words a minute. If a child has a rate of 80 and has made A in his comprehension test, the symbol 80/A indicates his attainment in that test for both rate and comprehension. A teacher familiar with the score card knows that he made two mistakes but nevertheless has done excellent work.

A* . . . . . Perfect
A+, A, A− . . . . . Excellent
B+, B, B− . . . . . Very good
C+, C, C− . . . . . Good

D+, D, D− . . . . . Fair
E+, E, E− . . . . . Poor
F+, F, F− . . . . . Very poor

G+, G, G−
H+, H, H−
I+, I, I−
J+, J, J−
} Needs special attention. If tests for a quarter or half year average this low, the child is probably poorly classified or subnormal.

No.	*How to score*	*Total*	*Range*
31	6 units, of three points each. Each point worth 1	18	A* to F−
32b	8 points, each worth 2	16	A* to F+
33	8 points, each worth 2	16	A* to F+
34	12 points, each worth 2	24	A* to H−
35	2 units (A, 7 points; B, 12), each worth 1	19	A* to G+
36	5 points, each worth 3	15	A* to E−
37b	34 points, each worth ½	17	A* to F
38	10 points, each worth 2	20	A* to G
39b	11 points, each worth 2	22	A* to H+
40	2 units (A, 7 points; B, 16 points), each worth 1	23	A* to H
41	2 units (A, 6 points; B, 4 points), each worth 3	30	A* to J−
42	4 units (A, 1 point; B, 2; C, 15; D, 5), each worth 1	23	A* to H
43	4 units (A, 3 points; B, 3; C, 3; D, 7), each worth 1	16	A* to F+
44	2 units (A, 8 points; B, 6 points), each worth 2	28	A* to J+
45	11 points, each worth 2	22	A* to H+
46	4 units (A, 3 points; B, 3; C, 3; D, 3), each worth 2	24	A* to H−
47	5 units (A, 2 points; B, 3; C, 4; D, 5; E, 10), each worth 1	24	A* to H−
48	2 units (A, 20 points; B, 6 points), each worth 1	26	A* to I
49	6 units (A, 2 points; B, 2; C, 3; D, 3; E, 3; F, 3), each worth 1	16	A* to F+
50b	13 points, each worth 2	26	A* to I

When a test consists of several units each unit is lettered; as, **A, B,** etc. See Test No. 31 on page 295. Each unit is worth a certain number of points. The above chart indicates how much each point is worth for each test.

Tests are scored by marking off (checking) the wrong answers or mistakes.

In Test No. 31 on page 295, for instance, we find 6 units (lettered A, B, C, D, E, F), each unit consisting of 3 sentences, the correct reading of which will lead the child to draw or write certain things. In marking this paper, a teacher can easily see which one of the three directions the child failed to read accurately (his drawing revealing it) and check the sentence. Since each point is worth one, three such checks on the paper would give the score of A−, which she inserts in the upper right-hand corner of the paper.

A time-saver. The correct answers for the Second and Third grade tests, beginning on page 295, are given below each test. It is a good idea to fill in the correct answers with a red pencil on each test, for then at one glance you can see what a correct paper would be like.

Under each test the information, summarized in the above table, is given under the heading, *How to Score.*

SECOND READER CHART

2d GRADE	31 d	32 c	33 t	34 c	35 v	36 t	37 v	38 v	39 c	40 v	41 t	42 d	43 d	44 v	45 c	46 t	47 d	48 v	49 t	50 c	Average
BRIGHT CHILD 1	A+	A	A*	B+	A+	A*	B+	A*	B+	A+	A*	A−	A+	A*	A	B+	A	A*	A	A*	A } Excellent
2	1	2	0	4	1	0	4	0	4	1	0	3	1	0	2	4	2	0	2	0	31 } Excellent
3		**80**		**82**					**85**						**82**					**95**	84/A
MEDIUM CHILD 1	C	C	C	C	C−	B−	D+	C	C	B−	B−	C+	B	B−	B−	C	B+	B−	C+	B+	C+ } Good
2	8	8	8	8	9	6	10	8	8	6	6	7	5	6	6	8	4	6	7	4	135 } Good
3		**70**		**71**					**74**						**69**					**84**	74/C+
POOR CHILD 1	F	E	F+	F+	E	D−	E−	E+	F+	F	H−	F+	D−	E	D+	D−	C−	C−	C+	C	E } Poor
2	16	14	16	16	14	12	15	13	16	17	24	16	12	14	10	12	9	9	7	8	270 } Poor
3		**32**		**34**					**39**						**35**					**52**	38/E

Across the top are numbers of tests with describing letters: 20 spaces for tests, and average.

d (directions) *c* (comprehension) *t* (thinking) *v* (vocabulary)

These small letters under tests enable the teacher to trace the child's improvement through the same kind of tests.

For each child three lines are given: (1) letter score of test; (2) number interpretation inserted under each letter, if teacher wishes to average letter scores; (3) rate or number of words per minute in rate tests.

The numbers on line 2 directly under the letters indicate the number taken off for each test.

Note. These are imaginary cases to show how to keep a careful score card, if the teacher so desires

Class incentives. By all means place in a prominent position names of children who reach a score of A*, A+, A, or A− in a test. Take some means of publicly commending all the children who advance in score from one letter to another.

Class scores may sometimes be posted with good effect.

"Follow-up" work. "Follow-up" work consists of three kinds: (*1*) class drills in the drill period specified in the Schedule of Basal Lessons; (*2*) other tests of the same type affording opportunity to show who have profited from this drill; and (*3*) special drills for children that linger too persistently in the low score area.

The teacher should reserve some time each day to handle such exceptional classes. As was indicated on page 290, a child who scores too low over a number of tests should be investigated to see whether he is overgraded, or has some physical or mental defect.

Habits to cultivate. Common sense suggestions that are as true of college examinations as they are of these simple tests may well be inculcated. For instance, it is well to —

1. *Read a whole question* or a series of questions *through before you do it,* so that you get things in right order. Or, as an adult might say, you get things in proportion.

2. *Do questions in order if you can, but do not put too much time on one question.* If you come to a question that puzzles you, go on and finish and then return to it. This is better than putting all the time on one question.

3. *Do exactly what it says.* Do not half do. That does not count. There is no "half right" or "half wrong." The directions are either read carefully and followed to the letter or read carelessly and half done. The latter is rejected in marking the papers.

4. *Work quickly, but carefully.* No matter how carefully the work may be done, if it is not the result of accurate reading, it is counted out.

5. *Pay attention only to your own work.* The teacher should do everything possible to minimize distractions, when children are taking a test.

Cautions and suggestions. The following should be kept in mind by the teacher:

1. Do not penalize for poor spelling, handwriting, or drawing, unless it runs counter to something in the reading directions.

2. When a test indicates a special place in which children are supposed to do the silent reading directions, as "Do them here" in Test No. 31, it is well to tell the children beforehand to look for the place.

3. Show children beforehand how to make a cross, a dot, or a ring about a word, so that no needless mistakes are made.

4. Show the children where their names are written on the test.

5. Be familiar with the test before giving it. For each test the following are given:

Type of test; day in which it is given in Schedule of Basal Lessons; whether in drill period or basal reading period; page references telling where to find the test administered.

Scoring; explanations of the units or questions; how much each is worth; what each point counts; the total; the range.

Correct answers; given in detail. Might be marked on the test above so that the teacher can see at a glance how the child's paper looks when correctly done.

Talking about the test; the day and period given, when test is discussed in class.

NOTES

DOING THREE THINGS	Do them here.
A 1. Draw a ball. 2. Put a dot under it. 3. Put a cross on it.	
B 1. Draw a big ball. 2. Draw a little ball beside it. 3. Put a cross on the little ball.	
C 1. Draw a ball. 2. Draw a bigger ball at one side. 3. Put a cross on the bigger one.	
D 1. Draw a ball. 2. Draw eyes, a nose, and a mouth on it. 3. Put a hat on it.	
E 1. Write the word **hand** on the line. 2. Cross out the letter *h*. 3. Put another line under the letters that are not crossed out.	_____
F 1. Put a dot under the word **faces.** 2. Put a cross above the word **neck.** 3. Put a ring around the word **head.**	mouth faces nose neck eyes head

FOLLOWING DIRECTIONS. Given in drill period, 16th day, pp. 12 and 24. Tests Drill I, *Second Reader*, p. 14.

Scoring. 6 units, lettered, of 3 points each. Each point worth 1. Check all sentences not done correctly. *Total*, 18. *Range*, A* to F−.

Correct answers. Accept any kind of cross, hat, features of face. In D2, two eyes, nose, and mouth count as 1; any error in inserting the four parts destroys the whole score (1). In E, if a child copies *land* instead of *hand*, the first and second sentences would be wrongly read but the third might be right. In that case credit 1.

Talking about the test. Drill period, 18th day. See page 25.

THE FARMER AND THE STORK

Line numbers in the book

5—21 1. Who wanted to catch the bad birds?

the carpenter **the farmer** **Sunny Boy**

26—32 2. What did he catch?

fish **the bad birds.** **a dog** **a stork**

36—66 3. Was the stork like the other birds?

Yes **No**

4. Who could walk the better —
the bad birds or the stork?

bad birds **stork**

69—84 5. Did the farmer think
that the stork was good or bad?

good **bad**

92—102 6. Did the farmer kill more than one bird?

No **Yes**

7. Write here what the farmer said
about the stork.

COMPREHENSION OF SILENT READING. Given in basal reading period, 18th day, pp. 12 and 24. Tests silent reading, *Second Reader*, p. 25. Selection first read to test rate (either in book or Test 32a, furnished by the publishers).

Scoring. 8 points, each worth 2. *Total*, 16. *Range*, A* to F+.

Correct answers. 1 (*the farmer*); 2 (*the bad birds; a stork*); 3 (*no*); 4 (*bad birds*); 5 (*bad*); 6 (*yes*); 7 (any version that approximates book — " if it was caught with bad birds it must be a bad bird, too"). The answer to 7 indicates whether a child (1) has a verbal memory — gives words of book; (2) interprets thought in own words; or (3) is deficient in remembering. The answer to 4 tests child's knowledge of word *lame*.

Talking about the test. Drill period, 19th day.

THE REASON WHY

Fill in the number of the right answer on each line.

1. The sun did not shine because _____

2. The plants in the flower-pots grew because _____

3. They could not use the swing because _____

4. Everybody liked Sunny Boy because _____

5. The cat ran up the tree because _____

6. The children ran into the house because _____

7. The baby began to cry because _____

8. The bird could not fly because _____

Answers

9. he liked funny things.
10. a strange dog ran after the cat.
11. it bumped its little head.
12. the children watered them.
13. Mother called them for supper.
14. it had hurt its wing.
15. it was a cloudy day.
16. the rope was broken.

REASONING. Given in the drill period, 30th day, pp. 31 and 39. Tests work done on Drill II, *Second Reader*, p. 24.

Scoring. 8 points, each worth 2. *Total*, 16. *Range*, A* to F+.

Correct answers. 1 (*15*); 2 (*12*); 3 (*16*); 4 (*9*); 5 (*10*); 6 (*13*); 7 (*11*); 8 (*14*).

If a child writes the words to finish a sentence instead of the number, reject, because it indicates that he did not read the direction right.

Talking about the test. Drill period, 31st day.

Line numbers in the book	WIGGLE TAD
2–26	1. Where did Wiggle Tad live? **sea river pond fish-bowl**
31–77	2. Who had the long tail? **Mother Frog Wiggle Tad Father Frog**
81–86	3. Where did the frogs have fun jumping? **in the meadow on the sand bank**
91–139	4. What must Wiggle Tad do to get legs? **sing work think play**
145–161	5. What two things could he get to eat? **bread bugs fish worms milk**
167–178	6. Where did he play hide-and-seek games? **sandbank river mudhole**
194–211	7. Where did he want to go to sleep? **chair mud bed sand**
212–246	8. Write how many legs he got at last. _____
252–280	9. What was Wiggle Tad? **a frog a tadpole a bird**
	10. Who was more like Father Frog? **Wiggle Tad Tommy Tad**
	11. Who could go on land for food? **Wiggle Tad Tommy Tad**

COMPREHENSION OF SILENT READING: Endurance test. Given on 34th day, pp. 31 and 40. Use basal reading period for silent reading of *Second Reader*, pp. 50–52 to test rate. Then give this test of comprehension. If there is not time in the basal period, use the drill period.

Scoring. 12 points, each worth 2. *Total*, 24. *Range*, A* to H−.

Correct answers. 1 (*pond*); 2 (*Wiggle Tad*); 3 (*on the sand bank*); 4 (*work*); 5 (*bugs; worms*); 6 (*mudhole*); 7 (*mud*); 8 (*4* or *four*, accept either); 9 (*a tadpole*); 10 (*Tommy Tad*); 11 (*Tommy Tad*).

Talking about the test. Basal reading period, 35th day, p. 40.

A

Put on the lines the words that sound right.

1. The friendly cow all _____ and _____	white green red
I love with all my _____	head heart
She gives me _____ with all her might	water cream
To eat with apple-tart.	
2. I am digging, digging, digging	
Just as _____ as I can.	slow fast
I am digging in the _____ by the sea.	mud sand
For I think that down below	
Where the palms and lions _____	wave grow
A little boy is digging up to me.	

B

Fill these words on the lines below where they sound alike.

fast near burn showers light hard
grass fish cry ground town nine

pass _____	flowers _____	last _____	wish _____
yard _____	tight _____	fine _____	year _____
why _____	sound _____	turn _____	down _____

VERBAL APPRECIATION. Given in drill period, 35th day, pp. 31 and 40. Tests words in context and rhyming words, *Second Reader*, pp. 1–47.

Scoring. 2 units: A, 7 points; B, 12 points; each point worth 1. *Total*, 19. *Range*, A* to G+.

Correct answers. **A** (words in contest): 1 (*red* and *white*, or *white* and *red*); *heart; cream.* (worth 4). **2**, *fast, sand, grow.* (worth 3).

B (rhymes): pass (*grass*); yard (*hard*); why (*cry*); flowers (*showers*); tight (*light*); sound (*ground*); last (*fast*); fine (*nine*); turn (*burn*); wish (*fish*); year (*near*); down (*town*). Each worth 1.

Answers to be written on the blanks.

Talking about the test. Drill period, 36th day.

ANSWERING RIGHT

Here is a sign that you often see.
Read what things are asked about it.
Then put a cross to each *wrong* answer.

STOP! LOOK! LISTEN!

1. Where do you find this sign?

___ in a store

___ at a park

___ at a railroad crossing

2. When might it save a life?

___ when a train has gone past

___ when a train is coming

3. Why should the words be in this order?

___ because some one happened
to write them this way.

___ because they look well that way.

___ because it is better to stop first,
look up and down the track,
and listen for a train
that you can not see.

QUESTIONS AND ANSWERS. Given in drill period, 47th day, pp. 46 and 52. Tests Drill III, *Second Reader*, pp. 48–49.

Scoring. 5 points, each worth 3. *Total*, 15. *Range*, A* to E−. If a child puts crosses to right answers instead of the wrong, take off 15 for inaccurate reading of directions.

Correct answers. Crosses at: *in a store; at a park; when a train has gone past; because some one happened to write them this way; because they look well that way.* (Each worth 3.)

Talking about the test. Drill period, 53d day.

DO YOUR CHRISTMAS PUZZLE GAME HERE

toys	dinner	walk

CLASSIFYING WORDS. Given in basal reading period, 52d day, pp. 46 and 54. Used with *Second Reader*, pp. 81–82, or Diagnostic Test No. 37a, furnished by publishers.

Scoring. 34 points, each worth ½. *Total*, 17. *Range*, A* to F.

Correct answers. Toys (*1, 3, 6, 9, 12, 16, 19, 22, 23, 26*); dinner (*2, 5, 7, 8, 10, 15, 18, 21, 25, 29*); walk (*4, 11, 13, 14, 17, 20, 24, 27, 28, 30*). If children write words instead of numbers, reject as careless.

Dots under places where trees cannot grow: Classes using the purchased test (No. 37a) put dots under *river, sea, pond, ocean.* If the book is used, children put dots on Test No. 37b under numbers *13, 14, 17, 30.*

Talking about the test. Basal reading period, 53d day, p. 54.

FILL IN THE RIGHT WORDS

1. It is better to _____

   if you get hurt, than it is to _____ (cry, laugh.)

2. You are outdoors,

   when you go _____ (in, out.)

3. In the _____ the leaves fall. (spring, autumn.)

4. Milk is good for children to _____ (eat, drink.)

5. The sun comes _____ in the morning,

   and goes _____ at night. (up, down.)

6. A giant is _____ (little, big.)

7. You feel good, when you are _____ (sick, well.)

8. The house next door is _____ us. (far from, near to.)

VERBAL APPRECIATION. Given in drill period, 63d day, pp. 60 and 65. Tests Drill IV, *Second Reader*, pp. 76–77.

Scoring. 10 points, each point worth 2. *Total*, 20. *Range*, A* to G.

Correct answers. 1 (*laugh*, first line; *cry*, second line); 2 (*out*); 3 (*autumn*); 4 (*drink*); 5 (*up*, first line; *down*, second line); 6 (*big*); 7 (*well*); 8 (*near to*, or *near*, accept either).

Talking about the test. Drill period, 64th day.

THE BOY AND THE WOLF

Line numbers in the book

5—29 1. When would the boy drive the sheep away from the village?
evening **night** **morning**

35—42 2. When would he drive them towards the village?
morning **noon** **night**

48—62 3. What did the little boy think he would do?
kill the wolf **run** **play a trick**

70—83 4. What did he cry out?
Here is a bear! **A wolf is coming!**

90—97 5. Who thought that it was funny?
people of the village **the boy**

104—209 6. How many times did the people rush out to kill the wolf?
once **twice** **three times** **four times**

7. How many times did the boy cry out that the wolf was coming?
once **twice** **three times** **four times**

8. Which time did the wolf really come?
first time **second time** **third time**

9. Write how many sheep the wolf killed. _____

10. Would these people believe this boy after this?
Yes **No**

11. Find the line that tells the reason.
Look at the tiny number to the right of it.
Write that number in this box. [ ]

COMPREHENSION OF SILENT READING. Given in basal reading period, 72d day, pp. 60 and 67. Tests silent reading of *Second Reader*, pp. 110–111 or Diagnostic Test No. 39a, furnished by publishers.

Scoring. 11 points, each worth 2. *Total*, 22. *Range*, A* to H+.

Correct answers. 1 (*morning*); 2 (*night*); 3 (*play a trick*); 4 (*A wolf is coming*); 5 (*the boy*); 6 (*twice*); 7 (*three*); 8 (*third time*); 9 (*10*); 10 (*no*); 11 (accept lines numbered *56*, *104*, *175*, or *182*, the last the best).

Talking about the test. Basal reading period, 73d day, pp. 67–68.

A Fill in these words below where they sound best.

grass pleasant flowers cake tree feet head

1.

How glad he seems to get to eat

A piece of _____ or bread!

He wears no shoes upon his _____

Nor hat upon his _____

And blown by all the winds that pass,

And wet by all the showers,

She walks among the meadow _____

And eats the meadow _____

2.

If snow were only sugar,

How _____ it would be

To pick the lovely frosting

From every bush and _____

B Write these words on the lines below. Put each word where it sounds like the other word.

see down head lost back boys cry night
tell fear race stars snow came hills round

dwell _____	toys _____	know _____	bright _____
bread _____	bee _____	near _____	frost _____
flame _____	why _____	sound _____	place _____
track _____	bars _____	town _____	spills _____

VERBAL APPRECIATION. Given in drill period, 73d day, pp. 60 and 68. Tests words in context and rhyming words, *Second Reader*, pp. 1–110.

Scoring. 2 units: A, 7 points; B, 16 points, each point worth 1. *Total*, 23. *Range*, A* to H.

Correct answers. **A** (words in context): 1, *cake, feet, head, grass, flowers*, last two may be interchanged. 2, *pleasant, tree*. **B** (rhymes): dwell (*tell*); bread (*head*); flame (*came*); track (*back*); toys (*boys*); bee (*see*); why (*cry*); bars (*stars*); know (*snow*); near (*fear*); sound (*round*); town (*down*); bright (*night*); frost (*lost*); place (*race*); spills (*hills*).

Talking about the test. Drill period, 74th day.

A

Put a cross on the line if what it says is wrong.

____ 1. The lion is an animal.

____ 2. The frog is a bird.

____ 3. The elephant has four legs.

____ 4. The serpent has four legs, too.

____ 5. The sun shines in the night time.

____ 6. The moon shines at night.

____ 7. The snow fell to the earth.

____ 8. The rain fell up into the sky.

____ 9. Mrs. Stork has long legs.

____10. The Stork has a short bill.

____11. A bird has two wings.

____12. A bird has four legs.

B

Find in what order these should be.
Then number them to show the right order.

____Write something on the board.

____Rub out what you wrote on the board.

____Go to the blackboard.

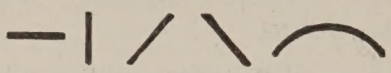
____Read what you wrote.

THINKING; IDEAS IN ORDER. Given in drill period, 87th day, pp. 73 and 78. Tests Drill V, *Second Reader*, pp. 108–109.

Scoring. 2 units: A, 6 points; B, 4 points, each point worth 3. *Total*, 30. *Range*, A* to J—.

Correct answers. **A**, crosses at wrong answers: *2, 4, 5, 8, 10, 12.* **B**: *2, 4, 1, 3.* (1, *Go* —, 2, Write —, 3, Read —, 4, Rub.)

Talking about the test. Drill period, 92d day.

THINGS TO MAKE	MAKE THEM HERE
A Here are five kinds of lines.  Choose one. Draw it. Then add other lines of your own to make a picture.	
B Choose another line. Draw it. Add other lines of your own to make another picture. Now put a black frame around the picture you did first.	
C Choose five of these words. Write them beside the numbers. **cat hear pair around** **play tall hand meat** **goats cover wink train** Then cut off the heads of the five words you chose. Write the new words beside the old.	1._____ _____ 2._____ _____ 3._____ _____ 4._____ _____ 5._____ _____
D Choose one of these words. Put a line under it. Make four words from it. **trespassing admittance**	_____ _____ _____ _____

FOLLOWING DIRECTIONS. Given in drill period, 90th day, pp. 73 and 80. Tests "Things to Make," given in basal reading period, 90th day, *Second Reader*, pp. 134–135.

Scoring. 4 units: A, 1 point; B, 2; C, 15; D, 5, each point worth 1. *Total*, 23. *Range*, A* to H.

Correct answers. **A,** making picture, counts 1; **B,** making second picture counts 1, putting frame around picture for A counts 1; **C,** writing five words counts 1 each, striking out first letters counts 1 each, writing new words, 1 each; **D,** underlining the chosen word counts 1, writing four other words counts 1 for each word.

Talking about the test. Drill period, 91st day.

THINGS TO DO

A

1. Draw a hat.
2. Draw a feather on it.
3. Draw another feather on it.

B

1. Write your name on the line.
2. Put a dot above it.
3. Put a cross under it.

C

1. Draw five flowers.
2. Draw a leaf on the third flower.
3. Draw a bee above the first flower.

D

1. Draw a table.
2. Draw a fish bowl on it.
3. Draw one fish in the bowl.
4. Draw a dog.
5. Write the word *dog*.
6. Put a black dot above the fish bowl.
7. Then write your name here.

FOLLOWING DIRECTIONS. Given in drill period, 106th day, pp. 85 and 95. Tests Drill VI, "Do what you read," *Second Reader*, pp. 132–133.

Scoring. 4 units: A, 3 points; B, 3; C, 3; D, 7, each point worth 1. *Total*, 16. *Range*, A* to F+.

Correct answers. **A**, hat, 1; two feathers, 1 each. **B**, writing name, putting dot above, putting cross under, 1 each. **C**, drawing five flowers, 1; putting leaf on third flower, 1; drawing bee above first flower, 1. **D**, table, 1; fish bowl, 1; fish, 1; dog, 1; writing word *dog*, 1; dot above fish bowl, 1; writing name, 1.

Talking about the test. Drill period, 110th day.

A

Write below the words that sound alike.
You will find them here, but mixed up.

fish few sea wish long

tea song night light dew

1 _____ _____ 2 _____ _____ 3 _____ _____ 4 _____ _____

B

FILL IN WORDS THAT SOUND RIGHT

1.

Said the first little chicken,
With a funny little squirm,
"Oh, I wish I could find
A fat little _____

2.

Said the second little chicken,
With an odd little shrug,
"Oh, I wish I could find
A _____ little _____

3.

Said the fourth little _____
With a small sigh of grief,
"Oh, I _____ I could find
A green little leaf."

4.

"Now, see here," said the Mother,
From the green garden patch,
"If you want any breakfast,
You must come and _____

VERBAL APPRECIATION. Given in drill period, 115th day, pp. 86 and 100. Tests rhyming words and words in context, *Second Reader*, pp. 1–169.

Scoring. 2 units: A, 8 points; B, 6 points, each point worth 2. *Total*, 28. *Range*, A* to J+.

Correct answers. A, *fish, wish; few, dew; sea, tea; long, song; night, light.* Accept any four of the rhyming combinations, in any order beside the numbers.

B. 1, *worm.* 2, *fat, good, nice,* — accept any adjective that makes sense (worth 2); *bug* (worth 2). 3, *chicken, wish* (each worth 2). 4, *scratch* (worth 2).

Talking about the test. Drill period, 117th day.

Line numbers in the book

PETER RABBIT GOES FOR BERRIES

5—38 1. What kind of drink did Mrs. Rabbit give Peter?

cold **sweet** **sour** **hot**

45—66 2. Whom did Peter want to have go with him?

Mother Rabbit **Mopsy** **Flopsy** **Cotton-Tail**

73—89 3. What did they have for breakfast?

toast **baked apple** **eggs** **oatmeal**

96—106 4. In what were they to put berries?

bag **can** **basket** **pail** **box**

5. For what meal were they to get the berries?

breakfast **dinner** **supper**

112—230 6. What time of day was it when they found they were lost?

early morning **noon** **evening**

7. Write how many berries Peter and Flopsy had eaten together. _____

8. Why could they not find the lunch box?

It had blown away. **Peter and Flopsy were lost.**

237—277 9. Who helped them to find their way to the lunch box?

a soldier **a postman** **a black dog** **a bird**

284—296 10. Did Peter and Flopsy show their thanks? If they did, put a cross in this box. If they did not, put a dot in it. [ ]

COMPREHENSION OF SILENT READING. Given in basal reading period, 116th day, pp. 86 and 100. Tests comprehension of *Second Reader*, pp. 170–71.

Scoring. 11 points, each worth 2. *Total*, 22. *Range*, A* to H+.

Correct answers. 1 (*hot*); 2 (*Flopsy*); 3 (*baked apple; oatmeal*); 4 (*pail*); 5 (*supper*); 6 (*noon*); 7 (*6* or *six*); 8 (*Peter and Flopsy were lost.*); 9 (*a bird*); 10 (cross in box).

Talking about the test. Basal reading period, 117th day.

A

WHO, WHEN, WHAT

Put one line under each part that tells **who.**

1. The girls bought flowers yesterday.
2. The little dog barked loudly to-day.
3. Last year our class had a party.

B

Put one line under each part that tells **when.**

1. To-morrow the children will go to school.
2. Tom and Mary will go in the morning.
3. The boys ran races to-day.

C

Put one line under the part that tells **what they did.**

1. Two men killed a bear last year.
2. Yesterday the girls told the story.
3. Tom and Ned rode to town to-day.

D

Put one line under **who.**
Put two lines under **when.**
Put three lines under **what they did.**

Last night the birds sang.

THOUGHT ELEMENTS. Given in drill period, 129th day, pp. 106 and 110. Tests Drill VII, *Second Reader*, pp. 168–169.

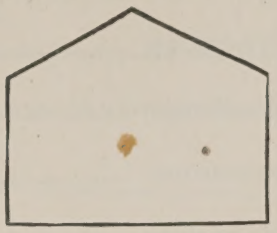
Scoring. 4 units: A, 3 points; B, 3; C, 3; D, 3, each point worth 2. *Total*, 24. *Range*, A* to H −.

Correct answers. **A,** *The girls, The little dog, our class.* Accept *girls, dog, class.* **B,** *To-morrow, in the morning, to-day.* Accept *morning.* **C,** *killed a bear, told the story, rode to town.* Accept *killed, told, rode.* **D,** one line, *The birds* (or *birds*); two lines, *Last night;* three lines, *sang.*

Talking about the test. Drill period, 141st day.

A Here is a man's head Find what is left out. Put it in Draw hair on top of the head.

B Here is a house. Draw two windows and a door. Put two chimneys on the house.



C Draw three balls. Draw each ball bigger than the one before. Put 1 in the smallest ball. Put 2 in the biggest ball.

D Write the word **reader** on the line below Put a dot under each letter that is used twice. Put a cross under each letter that is used only once.

E Here is a hill. One day a man walked up the hill. Behind the man came a dog. After the dog came a chicken. Then a boy came pulling a cart up the hill. Draw them in the right order

FOLLOWING DIRECTIONS. Given in drill period, 136th day, pp. 106 and 112. Tests Drill VIII, *Second Reader*, pp. 186–187.

Scoring. 5 units: A, 2 points; B, 3; C, 4; D, 5; E, 10, each point worth 1. *Total*, 24. *Range*, A* to H −.

Correct answers. **A**, inserting eye, 1; drawing hair, 1. **B**, two windows, 1; door, 1; two chimneys, 1. **C**, drawing three balls, 1; each bigger, 1; 1 in smallest, 1; 2 in largest, 1. **D**, writing word, 1; dots under *e* and *r*, 2; crosses under *a* and *d*, 2. **E**, 1 each for the drawing and 1 each for right order: man, dog, chicken, boy, cart.

Talking about the test. Drill period, 141st day.

A

Find one little word in each of these big words. Write it on the line.

1. fire-cracker _____	11. cupboard _____
2. grasshopper _____	12. instead _____
3. to-morrow _____	13. welcome _____
4. pin-cushion _____	14. ashamed _____
5. reason _____	15. petticoat _____
6. feathers _____	16. yesterday _____
7. whenever _____	17. whispered _____
8. million _____	18. dreadful _____
9. carefully _____	19. woodpecker _____
10. carpet _____	20. Saturday _____

B

Choose one of these words. Draw a line under it. Then write five words that you can make from it.

grandfather grandmother

_____ _____

_____ _____ _____

WORD RECOGNITION. Given in drill period, 139th day, pp. 106 and 113. Tests *Second Reader*, pp. 194–195.

Scoring. 2 units: A, 20 points; B, 6 points, each point worth 1. *Total*, 26. *Range*, A* to I.

Correct answers. A. Accept any word found in the given words either with letters in order or rearranged, the latter the more difficult. Children are more likely to take words intact from these big words.

B. Count 1 for drawing line under the chosen word, and 1 each for the five words formed from it.

Talking about the test. Drill period, 140th day.

WHO, WHEN, WHAT

Below you will find places to write the *who, when,* and *did what* parts.

A
Yesterday the boys played ball.

who _____

when _____

B
Tom caught a fish last summer.

when _____

did what _____

C
The class went to the park last week.

who _____

when _____

did what _____

D
Last week five boys read the story.

who _____

when _____

did what _____

E
To-day the girls made a cake.

who _____

when _____

did what _____

F
This morning Mary sent a letter.

who _____

when _____

did what _____

THOUGHT ELEMENTS. Given in drill period, 152d day, pp. 117 and 122. Tests Drill IX, *Second Reader*, pp. 192–193.

Scoring. 6 units: A, 2 points; B, 2; C, 3; D, 3; E, 3; F, 3, each point worth 1. *Total*, 16. *Range*, A* to F+.

Correct answers. **A**, who, *the boys*, or *boys;* when, *Yesterday*. **B**, when, *last summer;* did what, *caught a fish*. **C**, who, *The class*, or *class;* when, *last week;* did what, *went to the park*, or *went*. **D**, who, *five boys*, or *boys;* when, *Last week;* did what, *read the story*, or *read*. **E**, who, *The girls*, or *girls;* when, *To-day;* did what, *made a cake*. **F**, who, *Mary;* when, *This morning*, or *morning;* did what, *sent a letter*.

Talking about the test. Drill period, 153d day.

Line numbers in the book

MORNING STAR

2–41 1. What made the doll pretty?

parsley **juice of berries** **apples** **corn silk**

47–52 2. Which ones did Morning Star love?

cat **father** **dog** **doll** **mother** **river**

59–86 3. What did the white children live in?

tents **log cabins** **big buildings**

92–120 4. When did she want to make the house?

winter **summer** **spring** **autumn**

126–151 5. Did the woodpecker's house please her?

Yes **No**

158–188 6. Where was the rabbit's house?

in a hole in a tree **in a grassy nest** **in the meadow**

196–231 7. What color was the beaver?

black **brown** **gray** **yellow**

254–294 8. Of what was the beaver's house made?

stones **grass** **little branches** **bricks**

9. How many animals had Morning Star asked?

1 2 3 4 5 6 7 8 9 10

300–315 10. Did Morning Star build a house for her dolly?

No **Yes**

COMPREHENSION OF SILENT READING. Given in basal reading period, 157th day, pp. 117 and 123. Tests silent reading of *Second Reader*, pp. 210–211, or Diagnostic Test No. 50a, furnished by the publishers.

Scoring. 13 points, each worth 2. *Total*, 26. *Range*, A* to I.

Correct answers. 1 (*Juice of berries, corn silk*); 2 (*father, mother, doll*); 3 (*log cabins*); 4 (*spring*); 5 (*No*); 6 (*in a grassy nest*); 7 (*brown*); 8 (*little branches*); 9 (3); 10 (*Yes*).

Talking about the test. Basal reading period, 158th day.

Note: Review pages xxiii to xxvii in the Introduction; pp. 288–291, 293–294.

Note: The *title* indicates the type of test; *when used* indicates either what drill it is associated with, or after which group it comes; *day* indicates the number of the lesson in the Schedule of Basal Lessons; *lesson page* indicates the page in the Manual where the test is administered; and *text page* indicates the page where the facsimile of the published test is given.

INDEX OF THIRD GRADE TESTS

No.	Title	When used	Day	Lesson page	Text page
51	a. Rate of silent reading b. Comprehension	After Group I ("Spotty Coon," p. 26)	16	143	318
52	Study words in context	After Drill I ("Things to do this fall," p. 22)	26	158	319
53	Rate and comprehension	After Group II ("The Secret," p. 46)	28	159	320
54	Thought elements: who, when, what	After Drill II ("Who, When, What," p. 44)	42	174	321
55	A study test	After Group III ("Snap Shots of Birds," p. 98)	58	181	322
56	Thought elements	After Drill IV ("Who, When, What, Where," p. 72)	59	182	323
57	A study test	After Drill III ("Things to do this winter," p. 68)	65	197	324
58	Verbal appreciation	Poems, Third Reader, pp. 1–119	74	201	325
59	Thought elements	After Drill VI ("Who, Where, What, How," p. 120)	76	201	326
60	a. Rate of silent reading b. Comprehension	After Group IV ("Cheeko," p. 137)	77	202	327
61	Comprehension; Reproduction	After story ("The Man on the Chimney," p. 152)	91	217	328
62	A study test	After Drill X ("Sugar," p. 158)	95	220	329
63	A study test — main ideas; details	After Group V ("Safety First," p. 160)	96	220	330
64	Visualization	After story ("Mr. Billy-Goat's Tail," p. 177)	113	236	331
65	Rate, comprehension, and previous reading	After Group VI ("A Trip to Book Land," p. 188)	117	239	332
66	A study test	After Drill XIV ("Uses of Iron," p. 214)	130	254	333
67	Verbal appreciation; classifying	After Drill XV ("Hidden Word Games," p. 218)	134	255	334
68	a. Rate of study reading b. A study test; details	After Group VII ("Milk," p. 220)	136	256	335
69	Verbal appreciation	Poems, Third Reader, pp. 1–237	150	272	336
70	a. Rate of silent reading b. Comprehension, outlining	After Group VIII ("A Trip to the Woods," p. 242)	157	274	337

No.	*How to score*	*Total*	*Range*
51b	12 points, each worth 2	24	A* to H –
52	10 points, each worth 2	20	A* to G
53	12 points, each worth 2	24	A* to H –
54	2 units: A, 11 points; B, 6 points, each point worth 1	17	A* to F
55	3 units: A, 6 points; B, 5 points; C, 4 points; each point worth 2	30	A* to J –
56	2 units: A, 12 points; B, 12 points, each worth 1	24	A* to H –
57	2 units: A, 1, 1 point; 2, 2 points; 3, 4 points; 4, 6 points; 5, 4 points, each point worth 1; B, 3 points, each worth 1.	20	A* to G
58	2 units: A, 9 points; B, 3 points; each point worth 2	24	A* to H –
59	3 units: A, 1 (2 points), 2 (4 points). B, 12 points. C, 4 points, each point worth 1	22	A* to H +
60b	11 points, each worth 2	22	A* to H +
61	2 units: A, 11 points; B, 2 points, each point worth 2	26	A* to I
62	3 units: A, 9 points; B, 6 points; C, 2 points, each point worth 1	17	A* to F
63	1 (1 point); 2 (1 point); 3 (2 points), 4 (1 point); 5 (1 point); 6 (4 points), each point worth 3	30	A* to J –
64	Mrs. Scarecrow, 3 points; First Little Scarecrow, 3 points; Second, 2 points; Third, 2 points; Fourth, 2 points, each point worth 2	24	A* to H –
65	12 points, each point worth 2	24	A* to H –
66	2 units: A, 5 points; B, 5 points, each point worth 3	30	A* to J –
67	4 units: A, 2 points; B, 3 points; C, 3 points; D, 21 points, each point worth 1	29	A* to J
68b	2 units: A, 1, 1 point; 2, 3 points; 3, 4 points; 4, 2 points, each point worth 2. B, 1, 5 points; 2, 1 point, each point worth 1	26	A* to I
69	3 units: A, 4 points; B, 8 points; C, 12 points, each worth 1	24	A* to H –
70b	4 units: A, who, 4 points; when, 1 point; what, 1 point. B, 3 points. C, 1 point. D, who, 4 points; when, 1 point; where, 1 point; how, 1 point; what, 1 point. Each point worth 1	18	A* to F –

When a test consists of several units, each unit is lettered; as, **A, B.** See Test No. 54, on page 321. Each unit is worth a certain number of points. The above chart indicates how much each point is worth for each test.

Tests are scored by marking off (checking) the wrong answers or mistakes.

In Test No. 54, on page 321, for instance, we find 2 units (lettered **A, B**), each unit consisting of a certain number of things to be filled in, **A** having 11 things, and **B** having 6. To fill these in correctly, the children must read the sentences thoughtfully. Anything wrongly filled in or left blank should be checked as a mistake in reading. Since each point is worth 1, three such checks on the paper would give a score of A –, which the teacher inserts in the upper right-hand corner of the paper.

3d GRADE	51 c	52 v	53 c	54 t	55 s	56 t	57 s	58 v	59 t	60 c	61 c	62 s	63 s	64 p	65 c	66 s	67 v	68 s	69 v	70 c	Average
BRIGHT CHILD 1	B+	B−	A	B+	B−	A+	A−	A*	A−	A	A	A	A−	B+	A	A*	A*	A	A+	A	A
2	4	6	2	4	6	1	3	0	3	2	2	2	3	4	2	0	0	2	1	2	49 Excellent
3	**90**									**112**					**125**			**118**		**139**	**117/A**
MEDIUM CHILD 1	D+	D+	C	C−	C	C	C+	C	C+	B−	D+	C+	D−	C	C	B−	B−	C	C+	B−	C
2	10	10	8	9	8	8	7	8	7	6	10	7	12	8	8	6	6	8	7	6	159 Good
3	**82**									**98**					**110**			**92**		**120**	**100/C**
POOR CHILD 1	E	F−	D−	E+	F−	E	D−	D−	D−	D+	E	D	F−	E	E	D−	D+	D−	E+	D−	E
2	14	18	12	13	18	14	12	12	12	10	14	11	18	14	14	12	10	12	13	12	265 Poor
3	**50**									**60**					**70**			**62**		**80**	**64/E**

Across the top are numbers of tests with describing letters: 20 spaces for tests, and average.

c (comprehension) *t* (thinking) *v* (vocabulary) *s* (study) *p* (picture-forming, or visualization).

These small letters under tests enable the teacher to trace the child's improvement through the same kind of tests.

For each child three lines are given: (1) letter score of test; (2) number interpretation inserted under each letter, if teacher wishes to average letter scores; (3) rate or number of words per minute in rate tests.

The numbers on line 2 directly under the letters indicate the number taken off for each test.

Note. These are imaginary cases to show how to keep a careful score card, if the teacher so desires.

SPOTTY COON

1. What kind of animal was Spotty?

rabbit **woodpecker** **coon** **squirrel**

Line numbers in the book

1—46 2. Was he old or young?

old **young**

54—86 3. With what did Spotty play?

snowflakes **sunbeams** **moonbeams**

4. How far could Spotty go to play?

oak tree **farmhouse** **pond** **river**

94—200 5. How did Spotty get so far away?

hunting food **swimming** **chasing moonbeams**

208—270 6. Who were in the woods besides Spotty?

squirrel **dog** **cat** **two boys** **rabbit**

7. Did Spotty climb a big tree or a little tree?

large tree **small tree**

279—327 8. What did the boys do with Spotty?

killed him **made a pet of him** **sold him**

9. Were the boys on the same side of the pond with Spotty's mother?

different side **same side**

10. If Spotty got back to his mother that night, write the word *home* here. If he did not, put a cross in the box. [ ]

COMPREHENSION OF SILENT READING. Given in basal reading period, 16th day, pp. 133 and 143. Tests silent reading of *Third Reader*, pp. 26–27 or Test No. 51a, furnished by publishers.

Scoring. 12 points, each worth 2. *Total*, 24. *Range*, A* to H−.

Correct answers. 1 (*coon*); 2 (*young*); 3 (*moonbeams*); 4 (*oak tree, pond*); 5 (*chasing moonbeams*); 6 (*dog, two boys*); 7 (*small tree*); 8 (*made a pet of him*); 9 (*different side*); 10 (cross in box).

Talking about the test. Basal reading period, 17th day, p. 143.

Put a line under the right word to make a thought.

1. When things are found in plenty, they are _____

   often **plentiful** **scarce** **alone**

2. _____ days come one after another.

   Expecting **Familiar** **Succeeding**

3. Through _____ you will learn to read well.

   discovery **variety** **practice**

4. It was his _____ to go to town that day.

   scene **variety** **discovery** **purpose** **disappointment**

5. The _____ was bad for a picnic.

   hint **picnic** **stump** **weather** **nature**

6. There was a great _____ of birds to be seen.

   expectation **advice** **hint** **variety** **familiar**

7. He was looking for a _____ bird.

   fresh **particular** **plentiful**

8. His father was _____ with the road and would not be lost.

   expecting **plentiful** **familiar** **silent**

9. She found her doll, and _____ she was happy.

   alone **expecting** **therefore** **advice** **mosquitoes**

10. _____ she had found the doll, she had not found the doll's hat.

    Expecting **Though** **Therefore**

STUDY WORDS IN CONTEXT. Given in drill period, 26th day, pp. 152 and 158. Tests Drill I, *Third Reader*, pp. 22–24.

Scoring. 10 points, each worth 2. *Total*, 20. *Range*, A* to G.

Correct answers. 1 (*plentiful*); 2 (*Succeeding*); 3 (*practice*); 4 (*purpose*); 5 (*weather*); 6 (*variety*); 7 (*particular*); 8 (*familiar*); 9 (*therefore*); 10 (*Though*). If a child writes words instead of underlining, reject as careless reading.

Talking about the test. Drill period, 28th day.

Line numbers in the book	THE SECRET
2—36	1. When did Gwen remember her promise? **spring** **summer** **fall** **winter**
	2. If Gwen was a Quaker, put a cross under the word *Indian*. If she was an *Indian*, put a dot under the word *Quaker*. **Quaker** **Indian**
43—121	3. On what did Gwen print the three words? **a slate** **writing paper** **a big card** **a little white card**
129—168	4. Could Winonah read? **Yes** **No**
173—201	5. Who were in the canoe? **Gwen** **Winonah** **Big Bear** **Gwen's father**
206—238	6. Who was the girl in the canoe? **Winonah** **Gwen**
213—238	7. Had Big Bear seen Gwen's Indian dress before? **No** **Yes**
246—275	8. Write the names of the girls' playthings on the lines below. _____ _____ _____
282—291	9. How many days did Gwen stay at the Indian camp? **1 2 3 4 5 6 7 8 9 10**

COMPREHENSION OF SILENT READING. Given in basal reading period, 28th day, pp. 152 and 159. Tests silent reading of *Third Reader*, pp. 46–47.

Scoring. 12 points, each worth 2. *Total*, 24. *Range*, A* to H−.

Correct answers. 1 (*fall*); 2 (cross under Indian); 3 (*a little white card*); 4 (*No*); 5 (*Gwen, Gwen's father*); 6 (*Gwen*); 7 (*Yes*); 8 (*dolls, cradles, dishes*, or tiny *wigwam*, accept any three); 9 (*2*).

Talking about the test. Basal reading period, 29th day, p. 159.

A

1. The boys ran a race yesterday.

who _____ **when** _____

2. The girls went to the country to-day.

when _____ **who** _____

3. Yesterday we read a good story.

did what _____

4. Peter Rabbit ran away one day.

who _____

when _____

did what _____

5. Last week Betty had a party.

who _____

did what _____

when _____

B

Put one line under **who**; put two lines under **when**; and put three lines under **did what.**

The cows ate grass all day.

Father and Mother went to town yesterday.

THOUGHT ELEMENTS. Given in drill period, 42d day, pp. 168 and 174. Tests Drill II, *Third Reader*, pp. 44–45.

Scoring. 2 units: A, 11 points; B, 6 points, each point worth 1. *Total*, 17. *Range*, A* to F.

Correct answers. **A, 1,** who (*The boys*, or *boys*); when (*yesterday*); **2,** when (*to-day*); who (*The girls*, or *girls*). **3,** did what (*read a good story*). **4,** who (*Peter Rabbit*); when (*one day*); did what (*ran away*). **5,** who (*Betty*); did what (*had a party*); when (*Last week*). **B, one line** (*The cow*, or *cow; Father and Mother*); **two lines** (*all day; yesterday*); **three lines** (*ate grass; went to town*).

Talking about the test. Special period.

A SEEING PICTURES

Each number has two parts. One of the parts tells about the robin. Put a line under it.

1	very early in autumn very early in spring	3	brown and yellow breast bright red breast	5	moving his wings flirting his tail
2	standing on fence or tree walking on the ground	4	brown cap black cap	6	sorry to be back glad to be back

B

Find the parts that tell about the baby birds, and put a line under each.

1	lazy hungry	3	he cries for food he does not want food	5	eats two worms eats more worms than you can hold in your hand
2	shuts his great mouth opens his great mouth	4	eating caterpillars and bugs eating bread and meat		

C

Find how one little bird learned to fly, and write the answers.

Why did the bird not fly?_____

Where did he stand?_____

Who taught him to fly?_____

What did he hold in his mouth?_____

A STUDY TEST. Given in basal reading period, 58th day, pp. 168 and 181. Used with *Third Reader*, pp. 98–101.

Scoring. 3 units: A, 6 points; B, 5; C, 4, each point worth 2. *Total*, 30. *Range*, A* to J −.

Correct answers. A (section 1, p. 98): 1, *very early in spring;* 2, *standing on fence or tree;* 3, *bright red breast;* 4, *black cap;* 5, *flirting his tail;* 6, *glad to be back.* B (section 2, p. 98): 1, *hungry;* 2, *opens his great mouth;* 3, *he cries for food;* 4, *eating caterpillars and bugs;* 5, *eats more worms than you can hold in your hand.* C (section 3, p. 99): *He was afraid; on the edge of the nest; His father; fly.*

Talking about the test. Basal period, 59th day, p. 181.

A WHO, WHEN, WHERE, WHAT

1. Flowers bloomed in the garden all summer.

when _____ **where** _____

2. Last night the moon shone in the garden.

where _____ **when** _____

3. All day father worked in the store.

who _____ **when** _____

did what _____ **where** _____

4. This morning Ned found a penny on the street.

who _____

did what _____

when _____

where _____

B

Put one line under **did what.** Put two lines under **where.** Put a cross under **when.** Put a dot under **who.**

Betty saw the circus yesterday on the street.

To-day we played ball in the yard.

In the meadow Mary found a tadpole to-day.

THOUGHT ELEMENTS. Given, drill period, 59th day, pp. 168 and 182. Tests Drill IV, *Third Reader*, pp. 72–73.

Scoring. 2 units: A, 12 points; B, 12 points, each point worth 1. *Total*, 24. *Range*, A* to H −.

Correct answers. A, 1, when (*all summer*), where (*in the garden*). 2, where (*in the garden*), when (*Last night*). 3, who (*father*), did what (*worked*), when (*All day*), where (*in the store*). 4, who (*Ned*), did what (*found a penny*), when (*this morning*), where (*on the street*). **B,** one line (*saw the circus, played ball,* or *played, found a tadpole*); two lines (*on the street, in the yard, In the meadow*); crosses under (*yesterday, To-day, to-day*); dots under (*Betty, we, Mary*).

Talking about the test. Drill period, 60th day.

A

1. If winter is a bad time to study birds, put a cross in this box. If it is a good time, put a dot.

2. What things will help you to find the birds and to learn which kind they are? Write them here.

_____ _____

3. What should you remember about a bird that you see?

_____ _____ _____ _____

4. Write the names of six birds about which you have read.

_____ _____ _____

_____ _____ _____

5. What foods are good for birds in winter?

_____ _____ _____ _____

B

Fill in the right words below.

neglect neighborhood scarce peculiar multitude identify

1. Birds are _____ in winter.

2. Do not _____ the birds.

3. Learn to _____ the birds.

A STUDY TEST. Given, drill period, 65th day, pp. 163 and 197. Tests Drill III, *Third Reader*, pp. 68–70.

Scoring. 2 units: A, 1, 1 point; 2, 2 points; 3, 4 points; 4, 6 points; 5, 4 points, each point worth 1. B, 3 points, each worth 1. *Total*, 20. *Range*, A* to G.

Correct answers. A, 1 (dot in box); 2 (*glasses, bird book*); 3 (*size, color, chirp* or *call, flight*); 4 (*owl, bunting, crossbill, crow, robin, flicker, blue jay, goldfinch, sparrow, junco, kinglet, nuthatch, creeper, woodpecker, quail, partridge, chickadee*, accept any six); 5 (*suet, crumbs, seeds, nuts*). B, 1, *scarce;* 2, *neglect;* 3, *identify*.

Talking about the test. Drill period, 66th day.

A

These words sound like words below.
Copy them on the lines where they sound best.

day	**shine**	**faint**	**same**	**that**
hill	**child**	**woke**	**dear**	**call**

hear _____	flat _____	wild _____
say _____	pine _____	broke _____
small _____	saint _____	flame _____

B

Write on the empty lines the words that sound right.

1. Now such a story who ever heard?

There was a little shivery _____

A sparrow, that in at the window flew,

Had crept into Piccola's tiny _____

2. Where they harness the swift reindeer

To the sledges, when it snows,

And the children look like _____ cubs

In their funny furry clothes.

VERBAL APPRECIATION. Given, drill period, 74th day, pp. 193 and 201. Tests words in context and rhymes, *Third Reader*, pp. 1–119.

Scoring. 2 units: A, 9 points; B, 3 points; each point worth 2. *Total*, 24. *Range*, A* to H −.

Correct answers. A, hear (*dear*), say (*day*), small (*call*), flat (*that*), pine (*shine*), saint (*faint*), wild (*child*), broke (*woke*), flame (*same*). B, *bird*, or *sparrow; shoe; bear.*

Talking about the test. Drill period, 75th day.

A

Fill in the words that tell the answers.

1. Soldiers marched quickly down the street.

where_____ how_____

2. The children sang joyfully in the classroom.

how_____ who_____

did what_____ where_____

B

Put one line under **who.** Put two lines under **where.**
Put a dot under **what.** Put a cross under **how.**

The deer ran swiftly in the forest.

In the aquarium a fish swam slowly.

The lion roared loudly in his cage.

C

If the part that tells **how** is one word, put a dot under it. If the part that tells **how** is more than one word, put a line under all the words that tell **how.**

The man spoke gruffly in the store.

The lady spoke in a whisper.

At the window the baby smiled happily.

With a great noise the man dropped the bricks.

THOUGHT ELEMENTS. Given, drill period, 76th day, pp. 193 and 201. Tests Drill VI, *Third Reader*, pp. 120–121.

Scoring. 3 units: A, 1 (2 points), 2 (4 points), B, 12 points, C, 4 points, each point worth 1. *Total*, 22. *Range*, A* to H†.

Correct answers. **A, 1,** where (*down the street*), how (*quickly*); **2,** how (*joyfully*), did what (*sang*), who (*The children*), where (*in the classroom*). **B,** one line (*The deer, a fish, The lion*), two lines (*in the forest, In the aquarium, in his cage*). Dot under (*ran, swam, roared*). Cross under (*swiftly, slowly, loudly*). **C,** dot under (*gruffly, happily*); line under (*in a whisper, With a great noise*).

Talking about the test. Drill period, 77th day.

CHEEKO

Line numbers in the book

1—25

1. How old was Nogak?

6 7 8 9 10

2. What kind of children were Nogak and Nogasak?

Dutch Japanese Eskimo

33—79

3. What did Nogak's father have?

wagon sled automobile boat

4. How many dogs did he use?

2 4 6 8 10 12 14 16

86—134

5. If the children knew how deep the hole was, put a cross in this box. ☐
If they did not know, put a dot in this box. ☐

141—182

6. Who fell into the hole?

Cheeko Nogasak Nogak

189—216

7. Was there much or little snow in the hole?

little none much

221—258

8. Who cried?

Nogak Cheeko Nogasak

267—321

9. Where did Cheeko go?

store church home park

10. To whom should Nogak give more thanks?

Nogasak Cheeko

COMPREHENSION OF SILENT READING. Given, basal reading period 77th day, pp. 193 and 202. Used with *Third Reader*, pp. 137–138 or Diagnostic Test No. 60a, furnished by publishers.

Scoring. 11 points, each worth 2. *Total*, 22. *Range*, A* to H+.

Correct answers. 1 (*8*); 2 (*Eskimo*); 3 (*sled*); 4 (*8*); 5 (dot in lower box); 6 (*Nogak*); 7 (*much*); 8 (*Nogak, Nogasak*); 9 (*home*); 10 (*Cheeko*).

Talking about the test. Basal reading period, 78th day.

A FINISH THE SENTENCES

1. A man was left on _____
2. The workmen did not know how _____
3. The man's wife told him to _____
4. So the man began to _____
5. He tied the yarn to a brick and _____
6. Then the workmen fastened the yarn to _____
7. The man pulled up the _____
8. Then the workmen fastened the twine to _____
9. The man pulled up the _____
10. He tied it to the _____
11. Then he _____

B Who thought the more quickly of things to do?
Put a dot above the word.

If the man on the chimney forgot what his wife did, put a dot under the word **wife.** If he did not forget, put a cross under the word **workmen.**

workmen **wife**

COMPREHENSION TEST: REPRODUCTION. Given, drill period, 91st day, pp. 212 and 217. Tests *Third Reader*, pp. 152–155.

Scoring. 2 units: A, 11 points; B, 2 points, each point worth 2. *Total*, 26. *Range*, A* to I.

Correct answers. A, 1 (*top of chimney*, or *chimney*), 2 (*to help him*); 3 (*unravel stocking*); 4 (*unravel it*); 5 (*let it down*); 6 (*ball of twine*); 7 (*twine*); 8 (*rope*); 9 (*rope*); 10 (*chimney*); 11 (*let himself down*). B (dot above *wife;* cross under *workmen*).

Talking about the test. Drill period, 97th day.

A **SUGAR**

1. From what three things do we get sugar?

_____ _____ _____

2. How high does the sugar cane sometimes grow?

one foot high **20 feet high** **30 feet high**

3. What part of the sugar canes is used? **root** **flowers** **canes**

4. What is done to the sugar canes before they are taken to the mill? Write it in one word on this line. _____

5. What is squeezed from the sugar cane? **sugar** **juice** **coffee**

6. What is done to the thick juice? _____

7. What color is this sugar? **white** **black** **red** **brown** **yellow**

B Write the names of hard work for which eating sugar is good.

_____ _____

_____ _____

_____ _____

C 1. What was the **crying tree**? 2. What did the **sweet juice** become?

1. _____ 2. _____

A STUDY TEST. Given, drill period, 95th day, pp. 212 and 220. Tests Drill X, *Third Reader*, pp. 158–159.

Scoring. 3 units: A, 9 points; B, 6 points; C, 2 points, each point worth 1. *Total*, 17. *Range*, A* to F.

Correct answers. **A**, 1 (*sugar cane, beet, sugar maple*); 2 (*20 feet high*); 3 (*canes*); 4 (*cut*); 5 (*juice*); 6 (*It is boiled* or *boiled*); 7 (*brown*). **B** (*shoveling, sweeping, digging, climbing, lumbering, marching* — or any words that mean the same). **C**, 1 (*sugar maple*), 2 (*maple sugar*).

Talking about the test. Drill period, 97th day.

SAFETY FIRST

Write the things that you should not do.

1. A **railroad crossing** is a bad place for children.

Never_____

2. **Street cars** also mean danger.

Never_____

3. **Automobiles** also mean danger.

Never_____

Never_____

4. **Streets** also mean danger.

Never_____

5. There is also a great danger in **fire.**

Never_____

6. **Meddling** is also a danger, sometimes.

Never_____

unless_____

Never_____

unless_____

A STUDY TEST: MAIN IDEAS AND DETAILS. Given, basal reading period, 96th day, pp. 212 and 220. Used with *Third Reader*, pp. 160–161.

Scoring. 1 (1 point); 2 (1 point); 3 (2 points); 4 (1 point); 5 (1 point); 6 (4 points), each point worth 3. *Total*, 30. *Range*, A* to J−.

Correct answers. 1 (*cross track if train is coming*, or *run under gates*); 2 (*run in front, get on or off before it stops*, or *jump on behind*); 3 (*run in front, hang on to truck*, or *jump on running board of moving car*); 4 (*play on busy streets* or *cross except at crossing*); 5 (*play with matches*, or *start a bonfire without permission*); 6 (*touch fire alarm box unless a fire, touch electric buttons unless told, turn on gas unless for a purpose, touch bottles*, or *meddle with workmen's things*).

Talking about the test. Basal reading period, 97th day, p. 220.

TRY TO SEE THIS AS YOU READ IT

Mrs. Scarecrow went out walking with her four little Scarecrows. She carried a parasol and wore a blue hat.

The First Little Scarecrow had a pumpkin for a head and carried a cane.

The Second Little Scarecrow held up an umbrella because he thought it was raining.

The Third Little Scarecrow carried a red balloon.

The Fourth Little Scarecrow pulled a cart after him.

Now fold the paper at this dotted line. Draw them without looking back.

Mrs. Scarecrow	First Little Scarecrow	Second Little Scarecrow

Third Little Scarecrow	Fourth Little Scarecrow

VISUALIZATION. Given, drill period, 113th day, pp. 230 and 236.

Scoring. Each drawing of scarecrow 1 point; each thing carried, worn, or pulled, 1 point. (parasol, hat; pumpkin, cane; umbrella; balloon; cart). Each point counts 2. *Total*, 24. *Range*, A* to H −.

Correct answers. See Scoring.

Talking about the test. Drill period, 118th day.

Line numbers in the book

A TRIP TO STORY-BOOK LAND

6—60 1. In what grade was Polly at school?

first second third

67—104 2. What did Mother Breeze wear?

coat apron hat shoes wings

112—142 3. Why could Polly follow Mother Breeze out of the window?

Write answer: _____

175—177 4. Who told Polly and Mother Breeze about the animals of the forest?

Hindu Hiawatha Piccola

211—277 5. Tell whose nest was pointed out as that of the king of birds.

thrush's sparrow's crow's wrens'

6. What kind of woman had the woodpecker been?

kind old young nice good selfish

285—294 7. What did Happy give Polly?

doll dishes balloon whistle

8. In what had Piccola's Christmas present been hidden?

Write answer: _____

9. What were Peter and Paul?

two boys two horses two dogs

10. What part of Mr. Billy-Goat was the piece of white rock that had been broken off?

head foot tail body horn

COMPREHENSION AND PREVIOUS READING. Given, basal reading period, 117th day, pp. 230 and 239. Used with *Third Reader*, pp. 188–189.

Scoring. 12 points, each point worth 2. *Total*, 24. *Range*, A* to H−.

Correct answers. 1 (*third*); 2 (*apron, wings*); 3 (*had wings*); 4 (*Hiawatha*); 5 (*wrens'*); 6 (*old, selfish*); 7 (*whistle*); 8 (*shoe*); 9 (*two dogs*); 10 (*tail*).

Talking about the test. Basal reading period, 118th day, p. 239.

A

IRON

Write the names of five things that depend upon iron.

1. _____

2. _____

3. _____

4. _____

5. _____

B

Write the names of five things we should not have if iron should disappear.

1. _____

2. _____

3. _____

4. _____

5. _____

A STUDY TEST: DETAILS. Given, basal reading period, 130th day, pp. 249 and 254. Used with *Third Reader*, pp. 214–215.

Scoring. 2 units: A, 5 points; B, 5 points, each point worth 3. *Total*, 30. *Range*, A* to J −.

Correct answers. A (*food, clothes, books, houses, raising vegetables, grains, or fruits; fishing; clothes; meats; tools; hooks; looms; needles; buttons; printing machines; pens; typewriters; nails,* — accept any five.) B (*houses, churches, buildings, bridges, trains, automobiles, wagons, ships, clocks, matches, machines, tools,* — accept any five).

Talking about the test. Basal reading period, 131st day, p. 254.

A Fill in the right words below.

Christmas Halloween Thanksgiving

hot cold summer

In the _____ month of November there comes a great holiday. The name of it is _____.

B Find other words in this word:

railroad

_____ _____ _____

C Find other words in this word:

telephone

_____ _____ _____

D Fill in names from page 219 of the Third Reader.

flowers	birds	four-legged animals

VERBAL APPRECIATION: CLASSIFYING. Given, basal reading period, 134th day, pp. 249 and 255. Used with *Third Reader*, pp. 218–219.

Scoring. 4 units: A, 2 points; B, 6 points; C, 21 points, each worth 1. *Total*, 29. *Range*, A* to J.

Correct answers. A (*cold, Thanksgiving*); B–C (any six words made from the given words); D (any seven flowers, birds, and four-legged animals in the list on p. 219 of Third Reader).

Talking about the test. Basal reading period, 135th day. Talk over the test, p. 255. Then have children do the test in book.

A

MILK

1. Why does milk need more care than it did many years ago?

2. What three things must be done to take right care of milk?

3. Write four things that must be kept clean.

4. Of what two things will milk taste sometimes?

B

1. Write five things that a cow would want in a master.

2. How would a cow pay her master well for his care of her?

A STUDY TEST: DETAILS. Given, basal reading period, 136th day, pp. 249 and 256. Used with *Third Reader*, pp. 220–221 or Diagnostic Test No. 68a, furnished by publishers.

Scoring. 2 units: A, 1, 1 point; 2, 3 points; 3, 4 points; 4, 2 points, each point worth 2. B, 1, 5 points; 2, 1 point, each point worth 1. *Total*, 26. *Range*, A* to I.

Correct answers. **A, 1** (*brought long distances*); **2** (*kept clean, kept cool, kept covered*); **3** (*barn, pails, cow, person who milks*); **4** (*onions, fish*). **B, 1** (*likes cows, understands them, feeds them, waters them, is quiet, speaks gently, does not scold, milks regularly, keeps cow happy, keeps cow comfortable*, accept any five); **2** (*by giving milk*).

Talking about the test. Basal reading period, 138th day, p. 256.

A Write words that mean **the same thing.**

big _____	small _____	swift _____	broad _____

slow little fine cross good
fast large wide new far

B Find words that mean **the other thing.**

wet _____	east _____	front _____	right _____
high _____	sorry _____	thin _____	wild _____

west long fat tame back low dry glad left

C Fill in words that make sense

Robins in the tree _____
Blossoms in the grass.
Green things a-growing
Everywhere you _____
Sudden little breezes,
Showers of silvery dew,
Black bough and bent twig
Budding out anew.

Pine tree and willow _____
Fringed elm and larch,

Don't you _____ that May-time's
Pleasanter than _____

Apples in the orchard
Mellowing one by one;
Strawberries upturning
Soft cheeks to the _____
Roses faint with sweetness,
Lilies fair of face,
Drowsy scents and murmurs,
Haunting every _____

Lengths of golden sun _____

Moon _____ bright as day,

Don't _____ think that summer's
_____ than _____

VERBAL APPRECIATION. Given, drill period, 150th day, pp. 267 and 272. Tests words in context and rhymes, *Third Reader*, pp. 1–237.

Scoring. 3 units: A, 4 points; B, 8 points; C, 12 points, each point worth 1. *Total*, 24. *Range*, A* to H−.

Correct answers. A (big, *large;* small, *little;* swift, *fast;* broad, *wide*). B (wet, *dry;* high, *low;* east, *west;* sorry, *glad;* front, *back;* thin, *fat;* right, *left;* wild, *tame*). C (*tops, pass, tree, think, March; sun, place, shine, light* or *beams, you, Pleasanter, May*). Accept words that approximate these in meaning.

Talking about the test. Drill period, 157th day.

Write the answers on the empty lines

Line numbers in the book

A TRIP TO THE WOODS

5—24 **A.** The start.

Who_____

When_____

What_____

32—80 **B.** Troubles they had.

1._____

2._____

3._____

97—135 **C.** How it turned out.

_____

143—154 **D.** The end.

Who_____

When_____

Where_____

How_____

What_____

COMPREHENSION: OUTLINING. Given, basal reading period, 157th day, pp. 267 and 274. Used with *Third Reader*, pp. 242–243, or Diagnostic Test No. 70a, furnished by the publishers.

Scoring. 4 units: A, who, 4 points; when, 1 point; what, 1 point. B, 3 points. C, 1 point. D, who, 4 points; when, 1 point; where, 1 point; how, 1 point; what, 1 point. *Total*, 18. *Range*, A* to F −.

Correct answers. **A,** who (*Mother, Tom, Betty, two friends*); when (*one day*); what (*went to woods*). **B** (*Mother stuck on fence, they could not cross brook, they were chased by cow*). **C** (*climbed fence to safety*). **D,** who (*Mother, Tom, Betty, two friends*); when (*noon-time*); where (*under oak tree*); how (*hungrily*); what (*ate lunch*).

Talking about the test. Drill period, 159th day.

SUPPLEMENTARY OR PRACTICE READING

Note to teacher. In the following pages are given rhymes and poems that the teachers should make abundant use of to arouse love for literature in children. Mother Goose, Christina G. Rossetti, Robert Louis Stevenson, Longfellow, Alice and Phœbe Cary, Lucy Larcom, Celia Thaxter, Frank Dempster Sherman, and Abbie Farwell Brown are among the most satisfying writers of children's verse. Poems by other writers are grouped under the head miscellaneous.

This material may be recited or read by the teacher, or it may be copied on the board for the children to read. Quick memorizing should be encouraged, so that the children get at their tongue's tips many of the favorite poems. Numerous suggestions for memorizing are given throughout the Manual.

It is a wise plan to copy a poem on the board and let it stand before the eyes for several days, having it re-read frequently by the children and sometimes illustrated with a drawing.

This informal acquaintance with literature should be made in conversational morning lessons or at times other than the reading periods given in this Manual. It was thought best to leave the teacher free to guide this informal supplementary reading (and listening) as she sees fit. She should reserve an appropriate time for poems or story telling. It might be called Story Time or Reading (or Book) Club.

After each group of selections you will find page references to the most satisfying stories to use in connection with the group. Most of the stories are intended to be told by the teacher. They should be told back to her by the class, and retold until they become common property. A rich assortment is given, so that teachers of various types of classes and localities not only can find what suits their classes but can vary the selections year by year.

Note: "In addition to the reproduction and dramatization of three to six stories from the previous year, children will be held responsible for six stories as a minimum requirement. . . . An average of one story a month for reproduction and dramatization is the maximum requirement. At the end of the year *each* child should be able to tell three stories presented during the year. . . . In addition to three poems memorized in First Grade, . . . an average of one poem a month for memorizing is the maximum requirement. At the end of the year, *each* child should be able to recite three poems from the lists." — *Baltimore County Course of Study*, pp. 47, 49.

Mother Goose. Page 339.
Riddles. Page 340.
Robert Louis Stevenson. Page 340.
Christina G. Rossetti. Page 342.
Henry Wadsworth Longfellow. Page 342.
Alice and Phœbe Cary. Page 343.
Lucy Larcom. Page 345.
Celia Thaxter. Page 346.
Frank Dempster Sherman. Page 348.
Abbie Farwell Brown. Page 350.
Miscellaneous poems. Page 350.

References for song games and rhythmic exercises are given after the correlation outlines for each group. Victrola records are also listed, so that schools may most acceptably combine music with their general reading themes.

MOTHER GOOSE

1. COME OUT TO PLAY

Boys and girls, come out to play,
The moon does shine as bright as day.
Leave your supper and leave your sleep,
And come to your playfellows in the street.

Come with a whoop and come with a call,
Come with a good will or come not at all.
Up the ladder and down the wall,
A halfpenny roll will serve us all.

Seat work. Draw a picture of the moon, the wall, and the ladder, as they were.

2

One misty moisty morning,
When cloudy was the weather,
I chanced to meet an old man
Clothed all in leather.

He began to compliment,
And I began to grin,
How do you do, how do you do?
How do you do again?

Seat work. Illustrate the rhyme with silhouettes.

3. I SAW A SHIP A-SAILING

I saw a ship a-sailing,
A-sailing on the sea;
And oh! it was all laden
With pretty things for thee!

There were candies in the cabin,
And apples in the hold;
The sails were made of silk,
And the masts were made of gold.

The four-and-twenty sailors
That stood between the decks,
Were four-and-twenty white mice,
With chains about their necks.

The captain was a duck,
With a packet on his back.
And when the ship began to move,
The captain said, "Quack! quack!"

Seat work. Draw a picture of the ship, the twenty sailors, and the captain.

4

Two legs sat upon three legs,
With one leg in his lap;
In comes four legs,
And runs away with one leg;

Up jumps two legs,
Catches up three legs,
Throws it after four legs,
And makes him bring one leg back.

Seat work. Draw pictures of "two legs" (man), "one leg" (leg of lamb), "four legs" (dog), and "three legs" (three-legged stool).

5

The rose is red,
The violet blue,
Sugar is sweet
And so are you.

Seat work. Make a valentine and print this stanza on it.

6

Oh! the dust on the feather,
And the feather on the bird,
And the bird on the eggs,
And the eggs in the nest,
And the nest on the twig,
And the twig on the branch,
And the branch on the tree,
And the tree in the woods,
And the woods in the ground,
And the green grass growing
All round, round, round,
And the green grass growing all round.

Seat work. Draw pictures to illustrate the different lines.

7

Poor old Robinson Crusoe,
Poor old Robinson Crusoe,
He made him a coat,
Of an old Nanny-goat,
I wonder how he could do so.

Seat work. Draw a picture of this Robinson Crusoe.

Note: In the First Grade Manual, on pages 429 to 435, you will find ninety poems or rhymes from Mother Goose. Any of these may be copied on the board and illustrated for seat work.

RIDDLES

1

Six little brothers in a snug house,
Each one gentle and still as a mouse;
Comes an intruder and pushes them out
Never you see a frown or a pout.

Poor little brothers! down they go
Over the fire for dinner — oh!
Guess you my riddle, Goldenrod,
Who are the brothers? — Six peas in a pod!

(Peas in Pod) EMMA C. DOWD

2

I creep upon the ground, and the children say,
"You ugly old thing!" and push me away.

I lie in my bed, and the children say,
"The fellow is dead; we'll throw him away."

At last I awake, and the children try
To make me stay, as I rise and fly.

(Caterpillar)

3

I know a little creature
In a green bed,
With the softest wrappings
All around her head.
When she grows old
She is hard and cannot feel,
So they take her to the mill,
And grind her into meal.

(Wheat seed)

4

My face is as round as yours, little girl,
But I have no eyes to see.
My hands are busy the livelong day,
As busy as they can be.
Sometimes I speak that you may know
How fast the hours and minutes go.

(Clock)

5

Two legs sat upon three legs,
With four legs standing by;
Four then were drawn by ten:
Read my riddle ye can't
However much ye try.

(A maid on a three-legged stool milking a cow.)

ROBERT LOUIS STEVENSON

1. WINDY NIGHTS

Whenever the moon and stars are set,
Whenever the wind is high,
All night long in the dark and wet,
A man goes riding by.
Late in the night when the fires are out,
Why does he gallop and gallop about?

Whenever the trees are crying aloud,
And ships are tossed at sea,
By, on the highway, low and loud,
By at the gallop goes he.
By at the gallop he goes, and then
By he comes back at the gallop again.

2. BLOCK CITY

What are you able to build with your blocks?
Castles and palaces, temples and docks,
Rain may keep raining, and others go roam,
But I can be happy and building at home.

Let the sofa be mountains, the carpet be sea,
There I'll establish a city for me:
A kirk and a mill and a palace beside,
And a harbor as well where my vessels may ride.

Now I have done with it, down let it go.
All in a moment the town is laid low,
Block upon block lying scattered and free,
What is there left of my town by the sea?

3. MY SHADOW

I have a little shadow,
That goes in and out with me,
And what can be the use of him
Is more than I can see;
He is very, very like me,
From the heels up to the head,
And I see him jump before me,
When I jump into my bed.

The funniest thing about him
Is the way he likes to grow,
Not at all like proper children,
Which is always very slow;
For he sometimes shoots up taller,
Like an india-rubber ball,
And he sometimes gets so little
That there's none of him at all.

He hasn't a dim notion
Of how children ought to play,
And can only make a fool of me
In every sort of way;
He stays so close beside me,
He's a coward, you can see;
I'd think shame to stick to nursie
As that shadow sticks to me!

One morning very early,
Before the sun was up,
I rose and found the shining dew
On every buttercup;
But my lazy little shadow,
Like a foolish sleepy-head,
Had staid at home behind me
And was fast asleep in bed.

4. THE LAND OF STORY-BOOKS

At evening when the lamp is lit,
Around the fire my parents sit;
They sit at home and talk and sing,
And do not play at anything.

Now, with my little gun, I crawl
All in the dark along the wall,
And follow around the forest track
Away behind the sofa back.

There, in the night, where none can spy,
All in my hunter's camp I lie,
And play at books that I have read
Till it is time to go to bed.

These are the hills, these are the woods,
These are my starry solitudes;
And there the river by whose brink
The roaring lions come to drink.

I see the others far away
As if in firelit camp they lay,
And I, like to an Indian scout,
Around the party prowled about.

So, when my nurse comes in for me,
Home I return across the sea,
And go to bed with backward looks
At my dear land of story-books.

5. THE MOON

The moon has a face
like the clock in the hall,
She shines on thieves
on the garden wall,
On streets and fields
and harbor quays,
And birdies asleep
in the forks of the trees.
The squalling cat
and the squeaking mouse,
The howling dog
by the door of the house,
The bat that lies
in bed at noon,
All love to be out
by the light of the moon.

6. THE LAMPLIGHTER. (First Grade Manual, p. 436.)

7. THE SWING. (F.G.M., p. 437.)

8. BED IN SUMMER. (F.G.M., p. 436.)

9. SINGING. (F.G.M., p. 436.)

10. A GOOD PLAY. (F.G.M., p. 436.)

11. MARCHING SONG. (F.G.M., p. 438.)

12. THE WIND. (F.G.M., p. 437.)

13. WHERE GO THE BOATS. (F.G.M., p. 437.)

14. FOREIGN CHILDREN. (F.G.M., p. 438.)

15. FOREIGN LANDS. (F.G.M., p. 437.)

CHRISTINA G. ROSSETTI

1. THE PEACH TREE

The peach tree on the southern wall
Has basked so long beneath the sun,
Her score of peaches great and small
Bloom rosy, every one.
A peach for brother, one for each,
A peach for you and a peach for me;
But the biggest, rosiest, downiest peach
For Grandmamma with her tea.

2. FERRY ME ACROSS THE WATER

"Ferry me across the water,
Do, boatman, do."
"If you've a penny in your purse,
I'll ferry you."

"I have a penny in my purse,
And my eyes are blue;
So ferry me across the water,
Do, boatman, do."

"Step into my ferry-boat,
Be they black or blue,
And for the penny in your purse
I'll ferry you."

3. CORAL

"O sailor, come ashore.
What have you brought for me?"
"Red coral, white coral,
Coral from the sea.

"I did not dig it from the ground
Nor pluck it from a tree;
Feeble insects made it
In the stormy sea."

4. SUN AND RAIN

If all were rain
and never sun,
No bow would span the hill;
If all were sun
and never rain,
There'd be no rainbow still.

5. AN EMERALD IS AS GREEN AS GRASS

An emerald is as green as grass;
A ruby, red as blood;
A sapphire shines as blue as heaven;
A flint lies in the mud.

A diamond is a brilliant stone
To catch the world's desire;
An opal holds a fiery spark;
But a flint holds fire.

6. IN THE MEADOW

In the meadow — what is in the meadow?
Bluebells, buttercups, meadow sweet,
And fairy rings for children's feet,
In the meadow.

7. DAISIES

Where the pretty bright-eyed daisies are,
With blades of grass between,
Each daisy stands up like a star
Out of a sky of green.

8. FLY AWAY, FLY AWAY. (F.G.M., p. 439.)

9. SWIFT AND SURE THE SWALLOW. (F.G.M., p. 439.)

10. WHO HAS SEEN THE WIND? (F.G.M., p. 439.)

11. BOATS SAIL ON THE RIVERS. (F.G.M., p. 438.)

12. HURT NO LIVING THING. (F.G.M., p. 439.)

13. WHAT IS PINK? (F.G.M., p. 439.)

HENRY WADSWORTH LONGFELLOW

1. THE WINDMILL

Behold! A giant am I,
Aloft here in my tower;
With my granite jaws I devour
The maize, the wheat, and the rye,
And grind them into flour.

I look down over the farms;
In the fields of grain I see
The harvest that is to be,
And I fling to the air my arms,
For I know it is all for me.

I hear the sound of flails
Far off, on the threshing floors
In barns, with their open doors,
And the wind, the wind in my sails
Louder and louder roars.

I stand here in my place,
With my foot on the rock below,
And, whichever way it may blow,
I meet it face to face,
As a brave man meets his foe.

And while we wrestle and strive,
My master, the miller, stands
And feeds me with his hands,
For he knows who makes him thrive,
Who makes him lord of lands.

On Sundays I take my rest;
Church-going bells begin
Their low, melodious din;
I cross my arms on my breast,
And all is peace within.

2. THE VILLAGE BLACKSMITH

Under a spreading chestnut tree
The village smithy stands;
The smith, a mighty man is he,
With large and sinewy hands;
And the muscles of his brawny arms
Are strong as iron bands.

His hair is crisp, and black, and long,
His face is like the tan;
His brow is wet with honest sweat;
He earns whate'er he can,
And looks the whole world in the face,
For he owes not any man.

Week in, week out, from morn till night,
You can hear his bellows blow,
You can hear him swing his heavy sledge,
With measured beat and slow,
Like a sexton ringing the village bell
When the evening sun is low.

And children coming home from school
Look in at the open door;
They love to see the flaming forge,
And hear the bellows roar,
And catch the burning sparks that fly
Like chaff from a threshing floor.

He goes on Sunday to the church,
And sits among his boys;
He hears the parson pray and preach,
He hears his daughter's voice
Singing in the village choir,
And it makes his heart rejoice.

Toiling, rejoicing, sorrowing,
Onward through life he goes;
Each morning sees some task begun,
Each evening sees its close;
Something attempted, something done,
Has earned a night's repose.

ALICE AND PHŒBE CARY

1. TO A HONEY-BEE

"Busy-body, busy-body,
Always on the wing,
Wait a bit, where you have lit,
And tell me why you sing."

Up, and in the air again,
Flap, flap, flap!
And now she stops, and now she drops
Into the rose's lap.

"Come, just a minute come,
From your rose so red."
Hum, hum, hum, hum —
That was all she said.

Busy-body, busy-body,
Always light and gay,
It seems to me, for all I see,
Your work is only play.

And now the day is sinking to
The goldenest of eves,
And she doth creep for quiet sleep
Among the lily-leaves.

"Come, just a moment come,
From your snowy bed."
Hum, hum, hum, hum —
That was all she said.

But, the while I mused, I learned
The secret of her way:
Do my part with cheerful heart,
And turn my work to play.

ALICE CARY

2. THE WISE FAIRY

Once, in a rough, wild country
On the other side of the sea,
There lived a dear little fairy,
And her home was in a tree, —
A dear little, queer little fairy,
And as rich as she could be.

To northward and to southward,
She could overlook the land,
And that was why she had her house
In a tree, you understand.
For she was a friend of the friendless,
And her heart was in her hand.

And when she saw poor women
Patiently, day by day,
Spinning, spinning, and spinning
Their lonesome lives away,
She would hide in the flax of their distaff
A lump of gold, they say.

And when she saw poor ditchers
Knee-deep in some wet dyke,
Digging, and digging, and digging —
To their very graves, belike,
She would hide a shining lump of gold
Where their spades would be sure to strike.

And when she saw poor children
Their goats from the pastures take,
Or saw them milking and milking,
Till their arms were ready to break,
What a splashing in their milk pails
Her gifts of gold would make!

Sometimes, in the night, a fisher
Would hear her sweet, low call,
And all at once a salmon of gold
Right out of his net would fall, —
But what I have to tell you
Is the strangest thing of all.

If any ditcher, or fisher,
Or child, or spinner old,
Bought shoes for his feet, or bread to eat,
Or a coat to keep from cold,
The gift of the good little fairy
Was always trusty gold.

But if a ditcher, or fisher,
Or spinner, or child so gay,
Bought jewels, or wine, or silks so fine,
Or staked his pleasure at play,
The fairy's gold in his very hold
Would turn to a lump of clay.

So, by and by the people
Got open their stupid eyes:
"We must learn to spend to some good end,"
They said, "if we are wise;
'Tis not in the gold we waste or hold,
That a golden blessing lies."

ALICE CARY

3. NOVEMBER

The leaves are fading and falling,
The winds are rough and wild,
The birds have ceased their calling,
But let me tell you, my child,

Though day by day, as it closes,
Doth darker and colder grow,
The roots of the bright red roses
Will keep alive in the snow.

And when the Winter is over,
The boughs will get new leaves,
The quail come back to the clover,
And the swallow back to the eaves.

The robin will wear on his bosom
A vest that is bright and new,
And the loveliest way-side blossom
Will shine with the sun and dew.

The leaves to-day are whirling,
The brooks are all dry and dumb,
But let me tell you, my darling,
The Spring will be sure to come.

There must be rough, cold weather,
And winds and rains so wild;
Not all good things together
Come to us here, my child.

So, when some dear joy loses
Its beauteous summer glow,
Think how the roots of the roses
Are kept alive in the snow.

ALICE CARY

4. FAIRY-FOLK

The story-books have told you
Of the fairy-folks so nice,
That make them leathern aprons
Of the ears of little mice;
And wear the leaves of roses,
Like a cap upon their heads,
And sleep at night on thistle-down,
Instead of feather beds!

These stories, too, have told you,
No doubt to your surprise,
That the fairies ride in coaches
That are drawn by butterflies;
And come into your chambers,
When you are locked in dreams,
And right across your counterpanes
Make bold to drive their teams;
And that they heap your pillows
With their gifts of rings and pearls;
But do not heed such idle tales,
My little boys and girls.

There are no fairy-folk that ride
About the world at night,
Who give you rings and other things,
To pay for doing right.
But if you do to others what
You'd have them do to you,
You'll be as blest as if the best
Of story-books were true.

ALICE CARY

5. OBEDIENCE

If you're told to do a thing,
And mean to do it really;
Never let it be by halves;
Do it fully, freely!

Do not make a poor excuse,
Waiting, weak, unsteady;
All obedience worth the name,
Must be prompt and ready.

PHŒBE CARY

6. SUPPOSE. (F.G.M., p. 441.)

7. THEY DIDN'T THINK. (F.G.M., p. 441.)

LUCY LARCOM

1. TINY LITTLE SNOWFLAKES

Tiny little snowflakes,
In the air so high,
Are you little angels,
Floating in the sky?
Robed so white and spotless,
Flying like a dove,
Are you little creatures,
From the world above?

Whirling on the sidewalk,
Dancing in the street,
Kissing all the faces
Of the children sweet,
Loading all the housetops,
Powdering all the trees, —
Cunning little snowflakes,
Little busy bees!

2. CALLING THE VIOLET

Dear Little Violet,
Don't be afraid!
Lift your blue eyes
From the rock's mossy shade!
All the birds call for you
Out of the sky:
May is here, waiting,
And here, too, am I.

Come, pretty Violet,
Winter's away:
Come, for without you
May isn't May.
Down through the sunshine
Wings flutter and fly; —
Quick, little Violet,
Open your eye!

Hear the rain whisper,
"Dear Violet, come!"
How can you stay
In your underground home?
Up in the pine-boughs
For you the winds sigh.
Homesick to see you,
Are we — May and I.

3. THE RIVULET

Run, little rivulet, run!
Summer is fairly begun.
Bear to the meadow the hymn of the pines,
And the echo that rings where the waterfall shines;
Run, little rivulet, run!

Run, little rivulet, run!
Sing of the flowers, every one, —
Of the delicate harebell and the violet blue;
Of the red mountain rose-bud, all dripping with dew;
Run, little rivulet, run!

Run, little rivulet, run!
Stay not till summer is done!
Carry the city the mountain-birds' glee;
Carry the joy of the hills to the sea;
Run, little rivulet, run!

4. IF I WERE A SUNBEAM

If I were a sunbeam,
I know what I'd do;
I would seek white lilies
Rainy woodlands through.
I would steal among them,
Softest light I'd shed,
Until every lily
Raised its drooping head.

If I were a sunbeam,
I know where I'd go;
Into lowliest hovels,
Dark with want and woe:
Till sad hearts looked upward,
I would shine and shine;
Then they'd think of heaven,
Their sweet home and mine.

5. SWINGING ON A BIRCH TREE

Swinging on a birch-tree
To a sleepy tune,
Hummed by all the breezes
In the month of June!
Little leaves a-flutter
Sound like dancing drops
Of a Brook on pebbles, —
Song that never stops.

Up and down we seesaw:
Up into the sky;
How it opens on us,
Like a wide blue eye!
You and I are sailors
Rocking on a mast;
And the world's our vessel:
Ho! she sails so fast!

CELIA THAXTER

1. THE CONSTANT DOVE

The white dove sat on the sunny eaves,
And "What will you do when the north wind grieves?"
She said to the busy nut-hatch small,
Tapping above in the gable tall.

He probed each crack with his slender beak,
And much too busy was he to speak;
Spiders, that thought themselves safe and sound,
And moths, and flies, and cocoons, he found.

Oh! but the white dove she was fair!
Bright she shone in the autumn air,
Turning her head from left to right
Only to watch her was such delight!

"Coo!" she murmured, "poor little thing,
What will you do when the frost shall sting?
Spiders and flies will be hidden or dead,
Snow underneath and snow overhead."

Nut-hatch paused in his busy care;
"And what will you do, O white dove fair?"
"Kind hands feed me with crumbs and grain,
And I wait with patience for spring again."

He laughed so loud that his laugh I heard;
"How can you be such a stupid bird?
What are your wings for, tell me, pray,
But to bear you from tempest and cold away?

"Merrily off to the south I'll fly,
In search of the summer, by and by,
And warmth and beauty I'll find anew;
O white dove fair, will you follow, too?"

But she cooed content on the sunny eaves,
And looked askance at the reddening leaves;
While low I whispered, "O white dove true,
I'll feed you, and love you the winter through!"

2. THE WATER BLOOM

A child looked up in the summer sky
Where a soft, bright shower had just passed by;
Eastward the dusk rain-curtain hung,
And swiftly across it the rainbow sprung.

"Papa! Papa! what is it?" she cried,
As she gazed with her blue eyes opened wide
At the wonderful arch that bridged the heaven,
Vividly glowing with colors seven.

"Why, that is the rainbow, darling child,"
And the father down on his baby smiled.
"What makes it, Papa?" "The sun, my dear,
That shines on the waterdrops so clear."

Here was a beautiful mystery!
No more questions to ask had she,
But she thought the garden's loveliest flowers
Had floated upward and caught in the showers —

Rose, violet, orange marigold —
In a ribbon of light on the clouds unrolled!
Red of poppy and green leaves, too,
Sunflower yellow, and larkspur blue.

A great, wide, wondrous, splendid wreath
It seemed to the little girl beneath;
How did it grow so fast up there,
And suddenly blossom, high in the air?

She could not take her eyes from the sight;
"Oh, look!" she cried in her deep delight,
As she watched the glory spanning the gloom,
"Oh, look at the beautiful water bloom!"

3. THE SCARECROW

The farmer looked at his cherry tree,
With thick buds clustered on every bough;
"I wish I could cheat the robins," said he;
"If somebody only would show me how!

"I'll make a terrible scarecrow grim,
With threatening arms and with bristling head,
And up in the tree I'll fasten him
To frighten them half to death," he said.

He fashioned a scarecrow tattered and torn —
Oh! 'twas a horrible thing to see!
And very early, one summer morn,
He set it up in his cherry tree.

The blossoms were white as the light sea-foam,
The beautiful tree was a lovely sight,
But the scarecrow stood there so much at home
All the birds flew screaming away in fright.

The robins, who watched him every day,
Heads held aslant, keen eyes so bright!
Surveying the monster, began to say,
"Why should this monster our prospects blight?

"He never moves round for the roughest weather,
He's a harmless, comical, tough old fellow;
Let's all go into the tree together,
For he won't budge till the fruit is mellow!"

So up they flew; and the sauciest pair
Mid the shady branches peered and perked,

Selected a spot with the utmost care,
And all day merrily sang and worked.

And where do you think they built their nest?
In the scarecrow's pocket, if you please.
That, half concealed on his ragged breast,
Made a charming covert of safety and ease!

By the time the cherries were ruby-red,
A thriving family, hungry and brisk,
The whole day long on the ripe fruit fed;
'Twas so convenient! They ran no risk!

Until the children were ready to fly,
All undisturbed they lived in the tree;
For nobody thought to look at the Guy
For a robin's flourishing family!

FRANK DEMPSTER SHERMAN

1. LEAVES AT PLAY

Scamper, little leaves, about
In the autumn sun;
I can hear the old Wind shout,
Laughing as you run,
And I haven't any doubt
That he likes the fun.

When you've run a month or so,
Very tired you'll get;
But the same old Wind, I know,
Will be laughing yet
When he tucks you in your snow
Downy coverlet.

So, run on and have your play,
Romp with all your might;
Dance across the autumn day,
While the sun is bright.
Soon you'll hear the old Wind say,
"Little leaves, Good-night!"

2. ELFIN LAMPS

Why all the stars in the sky are so bright,
I am sure no one knows but themselves up there.
Are they the lamps which are hung out at night
For the fays and the gnomes and the elves up there?

3. A REAL SANTA CLAUS

Santa Claus, I hang for you,
By the mantel, stockings two:
One for me and one to go
To another boy I know.

There's a chimney in the town
You have never traveled down.
Should you chance to enter there
You will find a room all bare:
Not a stocking could you spy,
Matters not how you might try;
And the shoes, you'd find are such
As no boy would care for much.
In a broken bed you'd see
Some one just about like me,
Dreaming of the pretty toys
Which you bring to other boys,
And to him a Christmas seems
Merry only in his dreams.

4. ROBIN'S APOLOGY

One morning in the garden
I heard the robin's song:
"I really beg your pardon
For tarrying so long;

"And this is just the reason, —
Whatever way I flew,
I met a backward season,
Which kept me backward too."

5. THE ROSE'S CUP

Down in a garden olden, —
Just where, I do not know, —
A buttercup all golden
Chanced near a rose to grow;
And every morning early,
Before the birds were up,
A tiny dewdrop pearly
Fell in this little cup.

This was the drink of water
The rose had every day;

But no one yet has caught her
While drinking in this way.
Surely, it is no treason
To say she drinks so yet,
For that may be the reason
Her lips with dew are wet.

6. DAISIES

At evening when I go to bed
I see the stars shine overhead;
They are the little daisies white
That dot the meadow of the Night.

And often while I'm dreaming so,
Across the sky the Moon will go;
It is a lady, sweet and fair,
Who comes to gather daisies there.

For, when at morning I arise,
There's not a star left in the skies;
She's picked them all and dropped them down
Into the meadows of the town.

7. CLOUDS

The sky is full of clouds to-day,
And idly, to and fro,
Like sheep across the pasture, they
Across the heavens go.
I hear the wind with merry noise
Around the housetops sweep,
And dream it is the shepherd boys, —
They're driving home their sheep.

The clouds move faster now; and see!
The west is red and gold.
Each sheep seems hastening to be
The first within the fold.
I watch them hurry on until
The blue is clear and deep,
And dream that far beyond the hill
The shepherds fold their sheep.

Then in the sky the trembling stars
Like little flowers shine out,
While Night puts up the shadow bars,
And darkness falls about.

8. THE MONTHS

January

January, bleak and drear,
First arrival of the year, . . .
First you smile, and to us bring
Dreams of the returning spring;
Then, without a sign, you frown,
And the Snowflakes hurry down, . .
Month of all months most contrary,
Sweet and bitter January!

February

February, — fortnights two, —
Briefest of the months are you,
Of the winter's children last.
Why do you go by so fast? . . .

March

March is merry, March is mad,
March is gay, and March is sad; . . .
March is Spring's own trumpeter,
Hailing us to welcome her.

April

Outdoors the white rain coming down
Made rivers of the streets in town,
And where the snow in patches lay
It washed the Winter's signs away. . . .
And in the garden spots of green
Were glistening in golden light, —
The grass — and Spring — almost in sight!
A bluebird sang its song near by; . . .

May

May shall make the world anew;
Golden sun and silver dew,
Money minted in the sky,
Shall the earth's new garments buy. . . .

June

O June! delicious month of June,
When winds and birds all sing in tune;
When in the meadows swarm the bees
And hum their drowsy melodies; . . .

September

Here's a lyric for September,
Best of all months to remember. . . .

October

October is the month that seems
All woven with midsummer dreams;
She brings for us the golden days
That fill the air with smoky haze. . . .

November

Who shall sing to bleak November,
Month of frost and glowing ember?
Is there nothing then to praise
In these thirty chilly days?

December

December's come, and with her brought
A world in whitest marble wrought;
The trees and fence and all the posts
Stand motionless and white as ghosts,
And all the paths we used to know
Are hidden in the drifts of snow.

ABBIE FARWELL BROWN

1. THE SAILOR

Little girl, O little girl,
Where did you sail to-day?
The greeny grass is all about;
I cannot see the bay.

"The greeny grass is water, sir;
I'm sailing on the sea,
I'm tacking to the Island there
Beneath the apple tree.

"You ought to come aboard my boat,
Or you will soon be drowned!
You're standing in the ocean, sir,
That billows all around!"

Little girl, O little girl,
And must I pay a fare?
"A penny to the apple tree,
A penny back from there.

"A penny for a passenger,
But sailors voyage free;
O, will you be a sailor, sir,
And hold the sheet for me?"

2. A MUSIC BOX

I am a little music box,
Wound up and made to go,
And play my little living tune
The best way that I know.

If I am naughty, cross, or rude,
The music will go wrong,
My little works be tangled up
And spoil the pretty song.

I must be very sweet and good
And happy all the day,
And then the little music box
In tune will always play.

3. A RIDDLE

(a book)

It's a curious house, where people dwell,
And wonders happen, ill or well,
The door-plate gives the house's name,
Likewise the builder of the same.

You enter, if you have a key,
And something of a scholar be.
You ope the door, and in the hall
A picture greets you, first of all.

A blazoned notice next you view,
The builder's name, the owner's too,
The city where the house was made,
Date when the corner-stone was laid.

And then you find a list enrolled
Of treasures which the house doth hold,
That you may choose what suits your eye,
Or if none pleases may pass them by.

MISCELLANEOUS POEMS

1. POLITENESS PAYS

A little tramp dog met a nice little cat,
And he bowed most politely, and took off his hat;
"Good evening! good evening!" so sweetly said he,
That Pussy invited him home to tea.

EMMA C. DOWD

Seat work. Draw a picture for rhyme.

2. REMEMBER!

What's the very best rhyme for December?
Why, of course you must know 'tis REMEMBER!
Remember the snowflakes,
The green Christmas tree,
The red holly berries
Each season we see.
Remember! December! Remember!

What word do bells ring in December?
Why, of course you can hear 'tis RE-
MEMBER!
Remember the carols,
The tinkle of sleighs,
The chickadee singing
In gloomiest days.
Remember! December! Remember!

What story is told in December?
To read it once is to remember,
Remember the manger,
The baby that lay
His sweet mother watching,
All cradled in hay.
Remember! December! Remember!

What song do we sing in December,
When the birth of the Babe we remember?
The song of the angels,
We echo it still;
O'er all the earth singing
Of peace and good will.
Remember! December! Remember!

NORA ARCHIBALD SMITH

3. PRAYING AND LOVING

He prayeth best who loveth best
All things both great and small;
For the dear God who loveth us,
He made and loveth all.

SAMUEL TAYLOR COLERIDGE

4. THE FOUR WINDS

"Which is the wind that brings the cold?"
"The North wind, Freddy, and all the snow;
And the sheep will scamper into the fold,
When the North begins to blow."

"Which is the wind that brings the heat?"
"The South wind, Katy; and corn will grow,
And peaches redden for you to eat,
When the South begins to blow."

"Which is the wind that brings the rain?"
"The East wind, Arty; and farmers know
That cows come shivering up the lane,
When the East begins to blow."

"Which is the wind that brings the flowers?"
"The West wind, Bessie; and soft and low
The birdies sing in the summer hours,
When the West begins to blow."

EDMUND CLARENCE STEDMAN

5. WHICH LOVED BEST?

"I love you, mother," said little John.
Then forgetting his work, his cap went on,
And he was off to the garden swing,
Leaving his mother the wood to bring.

"I love you, mother," said little Nell,
"I love you better than tongue can tell."
Then she teased and pouted half the day,
Till mother rejoiced when she went to play.

"I love you, mother," said little Fan.
"To-day I'll help you all I can."
To the cradle then she did softly creep,
And rocked the baby till it fell asleep.

Then stepping softly, she took the broom,
And swept the floor and dusted the room;
Busy and happy all day was she,
Helpful and cheerful as child could be.

"I love you mother," again they said —
Three little children, going to bed.
How do you think that mother guessed
Which of them really loved her best?

JOY ALLISON

6. CRADLE SONG

Ere the moon begins to rise
Or a star to shine,
All the bluebells close their eyes —
So close thine,
Thine, dear, thine!

Birds are sleeping in the nest
On the swaying bough,
Thus, against the mother-breast —
So sleep thou,
Sleep, sleep, thou!

THOMAS BAILEY ALDRICH

7. THE TREE

The Tree's early leaf-buds were bursting
their brown;
"Shall I take them away?" said the
Frost, sweeping down.
"No, leave them alone
Till the blossoms have grown,"
Prayed the Tree, while he trembled from
rootlet to crown.

The Tree bore his blossoms, and all the
birds sung;
"Shall I take them away?" said the
Wind, as he swung.
"No, leave them alone
Till the berries have grown,"
Said the Tree, while his leaflets quiver-
ing hung.

The Tree bore his fruit in the midsum-
mer glow;
Said the girl, "May I gather thy berries
now?"
"Yes, all thou canst see;
Take them; all are for thee,"
Said the Tree, while he bent down his
laden boughs low.

BJÖRNSON

8. THE MOUNTAIN AND THE SQUIRREL

The mountain and the squirrel
Had a quarrel,
And the former called the latter "little
prig";
Bun replied,
"You are doubtless very big,
But all sorts of things and weather
Must be taken in together
To make up a year,
And a sphere.
And I think it no disgrace
To occupy my place.

If I'm not so large as you,
You are not so small as I,
And not half so spry.
I'll not deny you make
A very pretty squirrel track.
Talents differ, all is well and wisely put.
If I cannot carry forests on my back,
Neither can you crack a nut."

RALPH WALDO EMERSON

9. THE VIOLET

Down in a green and shady bed
A modest violet grew;
Its stalk was bent, it hung its head,
As if to hide from view.

And yet it was a lovely flower,
No colors bright and fair;
It might have graced a rosy bower,
Instead of hiding there.

Yet there it was content to bloom,
In modest tints arrayed;
And there diffused its sweet perfume,
Within the silent shade.

Then let me to the valley go,
This pretty flower to see;
That I may also learn to grow
In sweet humility.

JANE TAYLOR

10. GOOD NIGHT AND GOOD MORNING

A fair little girl sat under a tree
Sewing as long as her eyes could see;
Then she smoothed her work and folded
it right,
And said, "Dear work, good night!
Good night!"

Such a number of rooks came over her
head,
Crying "Caw! Caw!" on their way to
bed;
She said as she watched their curious
flight,
"Little black things, good night! Good
night!"

The horses neighed and the oxen lowed,
The sheep's "Bleat! Bleat!" came over
the road;
All seeming to say, with a quiet delight,
"Good little girl, good night! Good
night!"

She did not say to the sun, "Good night!"
Though she saw him there like a ball of
light;
For she knew he had God's time to keep
All over the world, and never could
sleep.

The tall pink fox-glove bowed his head,
The violet curtsied and went to bed;
And good little Lucy tied up her hair,
And said on her knees her favorite prayer.

And while on her pillow she softly lay,
She knew nothing more till again it was day;
And all things said to the beautiful sun,
"Good morning! Good morning! Our work is begun."

LORD HOUGHTON

11. "ONE, TWO, THREE"

It was an old, old, old, old lady
And a boy that was half-past three,
And the way that they played together
Was beautiful to see.

She couldn't go running and jumping,
And the boy, no more could he;
For he was a thin little fellow,
With a thin little twisted knee.

They sat in the yellow sunlight,
Out under the maple tree,
And the game that they played I'll tell you,
Just as it was told to me.

It was Hide-and-Go-Seek they were playing,
Though you'd never have known it to be —
With an old, old, old, old lady
And a boy with a twisted knee.

The boy would bend his face down
On his little sound right knee,
And he'd guess where she was hiding,
In guesses One, Two, Three.

"You are in the china closet?"
He would cry and laugh with glee —
It wasn't the china closet —
But he still had Two and Three.

"You are up in Papa's big bedroom,
In the chest with the queer old key?"
And she said: "You are warm and warmer;
But you're not quite right," said she.
"It can't be the little cupboard
Where Mamma's things used to be —
So it must be the clothespress, Grandma."
And he found her with his Three.

Then she covered her face with her fingers,
That were wrinkled and white and wee,
And she guessed where the boy was hiding,
With a One and a Two and a Three.

And they never had stirred from their places
Right under the maple tree —
This old, old, old, old lady
And the boy with the lame little knee —
This dear, dear, dear, old lady
And the boy who was half-past three.

H. C. BUNNER

12. SWEET AND LOW

Sweet and low, sweet and low,
Wind of the western sea,
Low, low, breathe and blow,
Wind of the western sea!
Over the rolling waters go;
Come from the dying moon, and blow,
Blow him again to me;
While my little one, while my pretty one, sleeps.

Sleep and rest, sleep and rest;
Father will come to thee soon.
Rest, rest on mother's breast;
Father will come to thee soon:
Father will come to his babe in the nest,
Silver sails all out of the west,
Under the silver moon;
Sleep, my little one, sleep, my pretty one, sleep!

TENNYSON

13. WISHING

Ring-ting! I wish I were a Primrose,
A bright yellow Primrose, blowing in the spring!
The stooping boughs above me,
The wandering bee to love me,
The fern and moss to creep across,
And the Elm tree for our King!

Nay-stay! I wish I were an Elm tree,
A great, lofty Elm tree, with green leaves gay!
The winds would set them dancing,
The sun and moonshine glance in,
The birds would house among the boughs,
And sweetly sing.

Oh, no! I wish I were a Robin,
A Robin or a little Wren, everywhere to go;
Through forest, field, or garden,
And ask no leave or pardon,
Till winter comes with icy thumbs
To ruffle up our wings!

Well-tell! Where should I fly to,
Where go to sleep in the dark wood or dell?
Before a day was over,
Home comes the rover,
For mother's kiss — sweeter this
Than any other thing.

WILLIAM ALLINGHAM

14. A BOY'S SONG

Where the pools are bright and deep,
Where the gray trout lies asleep,
Up the river and o'er the lea,
That's the way for Billy and me.

Where the blackbird sings the latest,
Where the hawthorn blooms the sweetest,
Where the nestlings chirp and flee,
That's the way for Billy and me.

Where the mowers mow the cleanest,
Where the hay lies thick and greenest;
There to trace the homeward bee,
That's the way for Billy and me.

Where the hazel bank is steepest,
Where the shadow lies the deepest,
Where the clustering nuts fall free,
That's the way for Billy and me.

But this I know, I love to play
Through the meadow, among the hay;
Up the water and o'er the lea,
That's the way for Billy and me.

JAMES HOGG

15. A LEAR ALPHABET

A

A was an ape,
Who stole some white tape,
And tied up his toes
In four beautiful bows.

a Funny old ape!

B

B was a bat,
Who slept all the day,
And fluttered about
When the sun went away.

b Brown little bat!

C

C was a camel.
You rode on his hump;
And if you fell off,
You came down such a bump!

c What a high camel!

D

D was a dove,
Who lived in a wood,
With such pretty soft wings,
And so gentle and good.

d Dear little dove!

E

E was an eagle,
Who sat on the rocks,
And looked down on the field
And the far-away flocks.

e Beautiful eagle!

F

F was a fan
Made of beautiful stuff;
And when it was used,
It went puffy-puff-puff!

f Nice little fan!

G

G was a gooseberry,
Perfectly red;
To be made into jam,
And eaten with bread.

g Gooseberry red!

H

H was a heron,
Who stood in a stream:
The length of his neck
And his legs was extreme.

h Long-legged heron!

I

I was an inkstand,
Which stood on a table,
With a nice pen to write with
When we are able.

i Neat little inkstand!

J

J was a jug,
So pretty and white,
With fresh water in it
At morning and night.

j Nice little jug!

K

K was a kingfisher:
Quickly he flew,
So bright and so pretty!
Green, purple, and blue.

k Kingfisher blue!

L

L was a lily,
So white and so sweet!
To see it and smell it
Was quite a nice treat.

l Beautiful lily!

M

M was a man,
Who walked round and round;
And he wore a long coat
That came down to the ground.

m Funny old man!

N

N was a nut
So smooth and so brown!
And when it was ripe,
It fell tumble-dum-down.

n Nice little nut!

O

O was an oyster,
Who lived in his shell.
If you let him alone,
He felt perfectly well.

o Open-mouthed oyster!

P

P was a polly,
All red, blue, and green,—
The most beautiful polly
That ever was seen.

p Poor little polly!

Q

Q was a quill
Made into a pen;
But I do not know where,
And I cannot say when.

q Nice little quill!

R

R was a rattlesnake,
Rolled up so tight,
Those who saw him ran quickly,
For fear he should bite.

r Rattlesnake bite!

S

S was a screw
To screw down a box;
And then it was fastened
Without any locks.

s Valuable screw!

T

T was a thimble,
Of silver so bright.
When placed on the finger,
It fitted so tight!

t Nice little thimble!

U

U was an upper-coat,
Woolly and warm,
To wear over all
In the snow or the storm.

u What a nice upper-coat!

V

V was a veil
With a border upon it,
And a ribbon to tie it
All round a pink bonnet.

v Pretty green veil!

W

W was a watch,
Where, in letters of gold,
The hour of the day
You might always behold.

w Beautiful watch!

X was King Xerxes,
Who wore on his head
A mighty large turban,
Green, yellow, and red.

x Look at King Xerxes!

Y

Y was a yak,
From the land of Thibet:
Except his white tail,
He was all black as jet.

y Look at the yak!

Z

Z was a zebra,
All striped white and black;
And if he were tame,
You might ride on his back.

z Pretty striped zebra!

EDWARD LEAR

Seat work. Write separate stanzas on board and have children illustrate them.

Make up another Nonsense Alphabet and illustrate it. (Coöperative class work.)

NOTES

INDEX

In order to make this Index most helpful to teachers, procedures and references have been given very fully.

Teaching suggestions for selections in the Manual are listed alphabetically under "Suggestions for Teaching."

Poems quoted in full in the Manual are listed alphabetically under "Poems."

Accuracy, 18, 25, 40, 77, 194, 288, 293; in tests, 293; need for, xxii.
Appreciation, as an objective, 6; how a basal course develops, 1; of rhymes, 39; of literature, 338; testing verbal, 299, 301, 302, 304, 306, 308, 312, 319, 325, 334, 336.
Art, reading correlated with, xliv.

Backgrounds, building, xv. *See* Introduction.
Baltimore County Course of Study, quoted, 338.
Bibliography: children's reading, xlvii-l; fables, xlix; general, xviii; geography, l; history, l; legends, xlix; list of tests, xxvii; myths, xlix; nature study, l; new viewpoint, xii; plays, l; poems, xlv, xlviii; project, xlii; reading methods, xvii; scientific tests, xxvi; song games, xlv; stories, xlviii; story-telling xlvi; word study, xxxvii; workaday world doings, l.
Brown, Abbie Farwell, text of, 350.
Brown's test, xxvii.
Bulletin board, xxii.
Burgess's test, xxvii.

Cary, Alice and Phœbe, xvi, 345.
Charts, of selections of groups, 10, 30, 45, 59, 72, 84, 105, 116, 132, 151, 167, 192, 210, 228, 248, 266. *See* Tables.
Club, a Reading, 338.
Collections, making, xliii, 27, 41, 56, 69, 81, 101, 113, 124, 148, 163, 188, 207, 225, 244, 261, 279.
Completing sentences, tested, 328, 330. *See* Supplying words at blanks.
Compounds, 196, 218, 233, 250; *a*, 77, 170; *any*, 65; *back*, 170; *be*, 48; *body*, 65; *door*, 109; *ever* and *every*, 40; how formed, 23; number of, xxxvii; *side*, 66; *snow*, 32; *some*, 75; *sun*, 86; value, xxxvi; *with*, 76.
Concert reading, 21.
Consonants, first year, 3; new sounds, 2–3 years, 4.
Contractions, how formed, 24; reviewed in Third Reader Phonetics, 147, 161, 206, 222, 243, 260, 278.
Conversation: topics for morning talks, xliii, 26, 41, 55, 69, 80, 101, 113, 124, 148, 163, 188, 207, 225, 243, 261, 279, 338. *See* Introduction.
Correlation, of reading and other subjects, xliii, 26, 41, 55, 69, 80, 101, 113, 124, 148, 163, 188, 201, 225, 243, 261, 279. *See* Art, Collections, Conversation, Dramatization, Games, Geography, Handwork, Health Lesson, History, Incidental Numbers, Language, Music, Nature Study, Pantomime, Penmanship, Picture Study.
Course, how flexibility is secured in, 2.
Courtis, S. A., quoted, xxiii.
Courtis's test, xxvii.

Criticism of oral reading, xxviii, 196, 235, 251, 270.

Daily reading exercises, xxxiv.
Diagnostic tests, listed for groups, 9, 29, 44, 58, 72, 83, 104, 116, 131, 151, 166, 191, 210, 228, 247, 265; value of tests, xxiii. *See* Tests.
Directions, exercises in silent reading of, 19; motivation through reading of, xiii; tested, 295, 306, 307, 310, 311, 321, 322, 326, 328. *See* Silent reading.
Dramatization, exercises in, xxi–xxii, 16, 23, 33, 34, 37, 50, 52, 62, 65, 74, 77, 92, 93, 95, 97, 98, 109, 112, 123, 134, 136, 139, 174, 232, 235, 252, 253, 272; home-made theater, xxxii; suggested in correlation, 26, 41, 55, 69, 80, 101, 113, 124, 148, 163, 188, 207, 225, 243, 261, 279.
Drawing, Seat work with Mother Goose, 339. *See* Seat work.
Drills, as an objective, 8; as follow-up work with tests, 293; effect of excessive oral, xix; how tested throughout course, 20, 24, 39, 52; over- and under-potent words, xx; purpose, 18, 25, 140, 159, 181; various uses of, xxvi.
Drill periods, xvi, xxxiv; listed for groups, 11, 31, 46, 60, 73, 85, 105, 117, 133, 152, 168, 193, 211, 229, 249, 266.

Eliot, Ex-President, quoted, xxii.
Endings, reviewed in Third Reader phonetics, 146, 160, 185, 204, 221, 243, 258, 276; Second-Third years, 4. *See* Phonetics for various endings.
Endurance, To develop reading, 6.
Enunciation, xxviii, xxix, xxxiv.
Equipment. *See* Materials.
Experience attaching reading to child's, xv. *See* Introduction.
Expression, xxviii.
Extra weeks of practice reading, listed with groups, 1, 2, 28, 43, 57, 70, 82, 103, 115, 126, 150, 164, 190, 209, 226, 245, 263, 280.
Eye-movements, xiv, xviii, xix, xx, 94.

Fables, Bibliography of, xlix.
Finger-pointing, xx.
First year, summary of phonetics, 2–4.
"Follow-up" work, tests, xxiv.
Fordyce's test, xxvii.
Foreign children, vocabulary work with, xxxv.
Free-time activities, xvii, xl-xlii.

Games, xliii; summarized, 27, 41, 56, 69, 81, 101, 113, 124, 148, 163, 188, 207, 225, 244, 261, 279; to test meaning, xiii.
Airplane, 143, 180, 181, 202, 256, 273; Alphabet game, 22, 49; Automobile game, 40, 54, 65, 67, 80, 99, 113, 119, 122; Beheading game, 36; Greeting words, 64; Number and

Games (continued):
word game, 48, 65, 78, 100; Pantomime game, 137, 141, 159, 170, 177, 217, 220; Picture and story, 109, 110, 112, 121, 123; Puzzle word game, 138, 159, 173, 175, 179, 181, 200, 214, 218, 234, 235, 251; Railroad, 12; Rhyming words, 17, 137, 139; Silent reading card game, 20; Tagging words, 94; vocabulary, xxxiv; Washing blackboard's face, 15.
Geography, bibliography, l; reading correlated xliii, 148, 163, 188, 207, 225, 243, 261, 279.
Gray's test, xxvii.
Group system, xvii.

Habits: in oral reading, xxviii; in silent reading, xix; in supplementary reading, xlvii; in taking tests, 293; reading, xlvii; slovenly reading and speaking, xxii; study, 18.
Haggerty's test, xxvii.
Handwork: bibliography, xliii; patterns for, xlii; reading correlated with, 27, 41, 56, 69, 81, 101, 113, 124, 148, 163, 188, 207, 225, 244, 261, 279; suggestions for, xl-xlii.
Health lessons, reading correlated with, xliii, 27, 41, 55, 69, 80, 101, 113, 124, 148, 163, 188, 207, 225, 243, 261, 279.
History reading: bibliography, l; reading correlated with, xliii, 148, 163, 188, 207, 225, 243, 261, 279; readings, l.
How words in *ly*, 62.

If ideas, tested, 288, 309, 318, 320, 324, 326 327, 328.
Incidental numbers, reading correlated with, xliii, 27, 41, 56, 69, 81, 101, 113, 124, 148, 163, 188, 207, 225, 243, 261, 279.
Incidental reading: bulletin board, xxii; purpose, xxii; requirements, xxii; uses, xxii.
Individual differences: children's, xvi; drill periods, xvi; in tests, xxiii; localities, xvi; teachers', xvi.
Introduction to selection: anticipating some phase of story, xxxiii; anticipatory conversation, 13, 15, 17, 34, 38, 134, 135, 155, 178, 214, 218, 253, 271; as preparation for reading, xxxiii; associating with children's experiences, xxxiii; from child's experience, 15, 24, 63, 110, 176, 194, 195, 231, 255, 272; preparing for characters, 253; raising question which reading will solve, xxxiii; relating to something else previously read, xxxiii; re-telling previous story, 121; reviewing previous part, xxxiii; setting the scene, 197, 199, 232, 235; "supposing," 215, 274; through an object (calendar), 122, 253, 254; through author, 74, 86, 234, 250, 268, 273; through child's observation, 61, 78, 121, 138, 180, 195, 231, 255; through community life, 39, 138, 217; through "make-believe," 47; through other stories, 169; through picture, 12, 21, 32, 51, 64, 65, 74, 94, 99, 111, 118, 120, 122, 139, 178, 196, 199, 214, 217, 231, 235, 250, 251; through poem, 19, 21, 38, 158, 218; through project, 118; through question, 33, 35, 47, 63, 65, 90, 91, 136, 137, 138, 154, 158, 173, 212, 213, 231, 252, 269; through review, 25, 35, 62, 75, 88, 120, 136, 137, 156, 170, 171, 172, 173, 178, 179, 180, 194, 199, 214, 216, 231, 250, 252, 268, 269, 270; through singing song, 54, 176; through suggestions in book, 36, 64, 111, 215, 218; through table of contents, 86, 94, 107, 118, 154, 212, 250, 267; title, 139, 155, 268.

Jingles: Dusk Jingle, 5; first year phonic, 3; reviewed in Third Reader Phonetics, 145, 160, 184, 203, 221, 243, 257, 276.

Kansas City test, xxvii.
Key words, First Year phonetics, 3; Second-Third year phonetics, 4–5.

Language, reading correlated with, xliii, 27, 41, 55, 69, 80, 101, 113, 124, 148, 163, 188, 207, 225, 243, 261, 279.
Larcom, Lucy, xvi; text of, 345–46.
Legends, bibliography of, xlix.
Library, how to get class, xxxix.
Lip movements, xix.
Listening, 40; tested, 197.
Longfellow, H. W., xvi; text of, 342.

Main ideas and details, tested, 322, 324, 329, 330, 333, 335.
Materials: Diagnostic tests, 2; listed for, groups, 9, 29, 44, 58, 72, 83, 104, 116, 131, 151, 166, 191, 210, 228, 247, 265; phonic cards, 2; phrase drills, 2; sentence drills, 2.
Meaning, mechanics less important than, xii.
Mechanics, meaning rather than, xii.
Mechanics of reading, xxxiv–xxxviii.
Memorization, as an objective, 6, 338.
Methods: based on work of best teachers, xxxiii; bibliography of reading, xvii; composite, xxxii; daily reading exercises, xxxiv; steps, xxxiii.
Miscellaneous poems, 350–56.
Monographs of University of Chicago, xii.
Monroe's test, xxvii.
Morning talks, supplementary reading at, 338.
Mother Goose, xvi, 339.
Motivation: by dramatization, xxxi; by programs, xxx; by story parties, xxx; lure of the real, xxxi; of listening, xxix; oral reading, xxviii.
Music (victrola records), reading correlated with, xliii, 27, 41, 56, 69, 81, 101, 113, 124, 148, 163, 188, 207, 225, 243, 261, 279.
Myths, bibliography of, xlix.

Narratives, tested, 288, 296, 298, 303, 309, 314, 318, 320, 327, 328, 332, 337.
Nature study, bibliography, l; reading correlated with, xliii, 27, 41, 55, 69, 80, 101, 113, 124, 148, 163, 188, 207, 225, 243, 261, 279.
Nehemiah, quoted, xxviii.
New reading unit (basal lesson): described, xxxii–xxxiv; steps in method, xxxiii; type lessons for 160 days, 9–286.
New sounds, reviewed with Third Reader groups, 187, 206, 222, 243, 261.
Number work, correlated incidentally with reading. *See* Incidental numbers.

Objectives: for each group, 9, 29, 44, 58, 72, 83, 104, 116, 131, 151, 166, 191, 210, 228, 247, 265; for teachers, 7–8; general, 6–8; Second Reader, 6; Third Reader, 7.
Occupations, xl–xlii.
Optional work, listed for groups, 12, 31, 46, 61, 74, 86, 106, 118, 133, 153, 168, 193, 212, 230, 249, 267.
Oral reading: PRINCIPLES: as aid in memorizing, 18, 24, 39, 51, 54, 63, 78, 90, 99, 120, 138, 215; compared with silent reading, xviii; for breath control, 50, 111; good habits of, xxviii; mistakes often made in, xxix;

Oral reading (continued):
motivation, xiii; objects of, xxvii; rate, xxviii; rate of eye-movements, xix; suggestions, xxviii; ways to enliven the period for, xxx; what makes good, xxviii.

DEFINITE MOTIVES; to bring out big ideas, 21, 48, 50, 65, 178; to bring out definite things, 13, 15, 32, 254; to bring out description, 119, 120, 122, 199; to bring out details, 65, 171, 172; to bring out emotions, 37, 92, 111, 139, 199, 213, 214, 217, 252; to bring out fun, 63, 251; to bring out organization, 13, 16, 178, 179, 180, 250; to bring out pictures, 15, 134, 199, 268; to criticize, 154, 196; to dramatize, 123, 173, 231, 232, 252, 253; to enliven conversation, 62, 75, 87, 109, 134, 194, 199; to find answers, 159; to find what characters said and did, 14; to improve speed in running eye from line to line, 13, 16, 47; to practice for Story Party, 15, 33, 119, 120, 122, 171, 174, 181, 213, 235, 251; to practice parts, 88; to quicken eye-movements, 13, 94, 95, 107, 171; to read only the conversation, omitting other parts, 14; to see whether chief ideas were told, 47; to verify, 76, 169, 172, 253, 269; with pantomime of "doing" parts, 14.

PROCEDURE, 8; children competing, 33, 136, 173, 194, 198, 199, 271; children reading alternate couplets in relay, 17, 24, 36, 37, 38, 51, 63, 65, 232, 235, 253, 272, 274; children reading softly with teacher, 21, 36, 99, 120, 121; finding time words, 22; in relay, 15, 34, 37, 38, 50, 74, 75, 87, 92, 93, 95, 99, 107, 134, 135, 136, 137, 154, 158, 198, 214, 235, 250, 251, 268, 270; of poem by teacher, 17, 21, 24, 38, 54, 63, 65, 78, 90, 93, 99, 110, 121, 122, 138, 158, 180, 197, 215, 218, 232, 235, 253, 255, 272, 274; practicing dialogues, 23, 66, 92, 272; practicing expression, 47, 49, 255; re-reading for practice, 75, 196, 252.

Order, right, 18, 19, 182, 215; ideas in, tested, 288, 305, 311.

Organization questions, as a test of meaning, xii; in Reading Period, xxxiii. *See* Silent reading.

Outlinings, exercises, xxi, 143, 194, 201, 219, 250; tested, 289, 311, 321, 323, 326, 330, 333, 335, 337.

Over-potent words, xx.

Pantomime, xliii, 37, 138. *See* Say and Do; Dramatization.

Patterns, xlii.

Pedagogy of reading: general principles, xii–xviii; mechanics of reading, xxxiv–xxxvii; methods, xxxii–xxxiv; new point of view, xi; oral reading, xxvii–xxxii; silent reading, xviii–xxvii. *See* lessons throughout Manual; Principles.

Penmanship, reading correlated with, xliii, 27, 41, 56, 69, 81, 101, 113, 124, 148, 163, 188, 207, 225, 243, 261, 279.

Perception cards, purpose, xx.

Perception drills, given with each group; value, xv.

Perception span, to improve, as an objective, 7.

Perry Pictures, xliii. *See* Picture Study.

Phonetic endings. *See* Phonograms.

Phonetic jingle, Dusk Jingle, 18.

Phonetic spelling, xvi. *See* Phonetics, Summaries.

Phonetics: chart of Second-Third years, 4–5; need for training, xvi; review of First Year, 3–4; reviewed in Third Reader groups, 144, 160, 183, 203, 221, 239, 257, 275; separate period, xvi; summaries, 4–5, 144, 160, 183, 203, 221, 239, 257, 275; syllabication, Second-Third years, 5; Tool subject, xvi. *See* Phonograms.

Phonic and word cards, xxxvi, xxxviii; listed under Materials, 2, 9, 29, 44, 58, 72, 83, 104, 116.

Phonograms: chart of Second-Third years, 4; First year reviewed, 3; reviewed in Third Reader, 144, 160, 183, 203, 221, 239, 257, 275;

CONSONANTS: *ph*, 187; *sc*, 51; *scr*, 97; *shr*, 93; *sk*, 18; *sm*, 24; *sn*, 32; *spr*, 38; *th*, 89; *thr*, 34; *y*, consonant sound of, 98.

ENDINGS: *ed*, three sounds, 47; *er*, 33, 34, 274; *es*, 75; *est*, 36; hissing and buzzing *s*, 15; *ious*, 251; *le* and *el*, 36; *ness*, 39; *t* and *ure*, 252.

FAMILIES: ALK, 13; AU, 38; EA and final consonants, 64; EAD, 17; EATH, 96; EE combined with initial and final consonants, 49; IEF, 94; ILD, 63; in *a* from "Little Lazy *e*," 35; in long *a* from "Bossy Letter," 37; ŌŌ, 50; OU (ō), 252; OU (you), 156; OUGHT, 66; OY, 54; Y, 111.

RULES: AI, AY, and long *a* have same sound, 15; *c* before *e* or *i* is soft, 15; *e* at end of word is often silent, 135; EE, EA, and long *e* have same sound, 25; ER, UR, and IR have same sound, 107; final ie =*e*, 252; final *y* changes to *i* before ending *est*, 51, 153, 171; *g* before *e* or *i* is soft, 95; OU and OW are alike, 64; Second-Third years, 5; when a short vowel is followed by a single consonant, that is doubled before endings, 170.

VOWELS: (long), 108, 110; long *o*, 110; long *i*, 111; long *u*, 112; reviewed in Third Reader Phonetics, 145, 160, 185, 204, 221, 243, 258, 276; vowels (new sounds), *a* (ask), 155; *e* (delay) 224; *y* (two sounds), 63, 252; vowels (short), attached to initial *s*, 13; *b*, 77; *d*, 79; *g*, 80; *m*, 86; *n*, 90; *p*, 93; *t*, 97; combining with initial consonants, 76; reviewed in Third Reader Phonetics, 145, 160, 184, 204, 221, 243, 257, 276; vowels, summary of First Year, 3; summary of Second-Third years, 5.

Phrases for perception drills, xxxviii; listed for groups, 10, 30, 44, 58, 72, 84, 104, 116, 132, 151, 166, 191, 210, 228, 247, 265.

Pictures of the Readers, what is represented in the, 9, 29, 44, 58, 72, 83, 104, 116, 131, 151, 166, 191, 210, 228, 247, 265.

Picture study: as preparation, xv; in silent reading, 20, 35, 111, 120, 194; references to Perry Pictures, 26, 41, 55, 69, 80, 101, 113, 124, 148, 163, 188, 207, 225, 243, 261, 279; to build backgrounds, xv. *See* Introduction.

Plays, xxxii. *See* Dramatization.

Poems, bibliography, xlv, xlviii; listed for groups, 27, 42, 56, 69, 81, 101, 114, 125, 148, 163, 188, 207, 225, 244, 262, 279; need for, xvi, xliv.

QUOTED IN FULL: An Emerald is as green as grass, 342; Block City, 340; Boy's Song, 354; Calling the Violet, 345; Clouds, 349; Come out to play, 339; Constant Dove, 346; Coral, 342; Cradle Song, 351; Daisies, 342; Daisies, 349; Elfin Lamps, 348; Fairy-Folk, 345; Ferry me, 342; Four Winds,

Poems, quoted in full (continued):
78, 351; Good Night and Good Morning, 352; I creep upon the ground, 340; If I were a sunbeam, 346; I know a little creature, 340; I saw a ship a-sailing, 339; In the Meadow, 342; Land of Story Books, 341; Lear Alphabet, 354; Leaves at Play, 348; Months, 349; Moon, 341; Mountain and Squirrel, 352; Music Box, 350; My face is as round, 340; My Shadow, 341; November, 344; Obedience, 345; Oh, the dust on the feather, 339; One misty moisty morning, 339; One, Two, Three, 353; Peach Tree, 342; Politeness Pays, 350; Poor Old Robinson Crusoe, 339; Praying and Loving, 351; Real Santa Claus, 348; Remember, 350; Riddle, 350; Riddles, 340; Rivulet, 346; Robin's Apology, 348; Rose is red, 339; Rose's Cup, 348, Sailor, 350; Scarecrow, 347; Six Little Brothers, 340; Sun and Rain, 342; Sweet and Low, 353; Swinging on a Birch Tree, 346; Tiny Little Snowflakes, 345; To a Honey Bee, 343; Tree, 352; Two Legs sat upon Three Legs, 339, 340; Village Blacksmith, 343; Violet, 352; Water Bloom, 347; Which loved Best? 351; Windmill, 342; Windy Nights, 340; Wise Fairy, 344; Wishing, 353.
Poems in other readers, listed with groups, 28, 42, 57, 70, 82, 102, 114, 125, 149, 164, 165, 189, 190, 208, 209, 226, 227, 245, 246, 263, 264, 280, 281. *See* Supplementary reading.
Poetry, appeal through voice, xxx.
Point of view, child's, xi; new, xi; silent reading, xix.
Practice reading, club, xlvi; period, xxxiv.
Prefixes; *be*, 21, 172, 173; *con*, 172; *de*, 173; *dis*, 173; *per*, 172; *pro*, 154; *re*, 171, 172; reviewed in Third Reader Phonetics, 147, 161, 186, 205, 222, 243, 259, 277; Second-Third years, 4.
Preparation work, backgrounds, xxxiii; kinds, xv, xxxiii; picture study as, xv; value, xv; verbal, xxxiii. *See* Introduction.
Pressey's test, xxvii.
Principles: definite motivation, xiii; individual differences, xvi; meaning more important than mechanics, xii; phonetics as a practical aid, xvi; preparatory procedure to lead up, xv; progressive exercises in silent reading, xiii; proper eye movements, xiv; reading as thinking process, xii; reading fundamental in primary curriculum, xvii; supplementary reading needed, xvi; vocabulary on child's plane, xv.
Programs, xxxi. *See* Story Party.
Projects, bibliography, xlii; child's interest in, xi–xii, xvii; lists of, xl–xlii.
Pronunciation, xxviii, xxix. (Given in Word Study, throughout book.)
Puzzle pictures, 137, 142, 156, 175, 180, 232, 233, 235, 268, 269, 270, 274.

Questions, How to answer, 200.

Rate, or speed, as an objective, 7; differs with types of material, xix; of oral reading, xix, xxviii; of silent reading, xix; to score, 290. *See* Tests.
Reading, as a thinking process, xii; general principles, xii–xvii; oral reading, xxvii–xxxii; teachers' oral, xxx; tests, 287–337.
Reading attitudes, xv.
Reading Club, for supplementary reading, xlvii.
Reading course, balanced, 1; dominating themes, 1; groups for years, 1.
Readers, use for discarded, xxxix, 2. *See* Supplementary reading.
Reasoning, tested, 288, 297, 300, 305.
Reference reading, as an objective, 6; exercises in, 19–20, 23, 25, 37, 39–40, 52, 53, 63, 66, 67, 79, 91, 92, 100, 107, 111, 123, 138, 142, 144, 157, 177, 182, 200–01, 202, 212, 216, 220, 236–38, 255, 256, 272, 273–74.
Relay, reading aloud in, 15, 17; telling a story in, 13.
Rossetti, Christina G., xvi; text of, 342.
Rules: First-year phonetics, 4; reviewed in Third Reader Phonetics, 147, 161, 186, 205, 222, 243, 260, 278; Second and Third years, 5. *See* Phonetics.

Say and *Do*, xxxii.
Scores, appealing to child's pride, xxvi. *See* Tests.
Schedule of Basal Lessons, listed for groups, 11, 31, 46, 60, 73, 85, 105, 117, 133, 152, 168, 193, 211, 229, 249, 266; value, 25, 55, 78.
Seat work: addressing letter, 200; drawing, 339, 350. *See* Silent reading procedures.
FINDING THINGS: finding picture-making words, 118, 137, 178; finding things in reading, 135, 136; finding *what*, 177, 198; finding *when*, 88, 91, 92, 198; finding *where*, 87, 91, 92, 177, 198; finding *who*, 91, 92, 177, 198;
GAMES: Alphabet game, 22, 36, 63; number and word game, 100; rhyming game, 17, 21, 24, 36, 38, 139, 176;
CONSTRUCTING: Lear Alphabet, 356; months, 122; Mother Goose, 339; silent reading, xvii, xxii; to construct something described, 194, 195;
WORD STUDY: xxiii; action words, 134, 143; adding *est*, 51; arranging words according to endings, 179; filling words at blanks, 169; final *ed*, 47, 48, 52, 64, 158, 172; final *er*, 49; final *s*, 52, 53, 158; forming words with *ness*, 39, 155; forming words with prefixes, 173; forming words with *sm*, 61; forming words with *sn*, 32; grouping words according to endings, 74; long vowels, 108; names of birds and animals, 158; problems in Phonetics, 2, 144–47, 160–62, 184–87; 203–06, 221–24, 239–43, 257–63, 275–78; related words, 158, 171; using compounds in sentences, 153, 155, 156; words ending in *ing*, 21, 35, 153, 156; words in *ly*, 18, 39, 48.
Second Reader, as a basal course, 1; detailed lessons, 9–130; objectives, 6; vocabulary, 127–30.
Sherman, Frank Dempster, xvi; text of, 348–50.
Sight words, xvi, xxxiv–xxxvii; decreasing in number, 6.
Silent letters, reviewed in Third Reader Phonetics, 147, 161, 187, 206, 222, 243, 260, 278; Second-Third years phonetics, 4; when taught, 20, 34, 37, 135, 153, 170, 171, 243, 260.
Silent reading:
PRINCIPLES AND SUGGESTIONS: anticipatory questions, 94, 107; card game, 20; compared with oral reading, xviii; eye-movements, xiv; interpreting, xiv; in textbooks, xix; list of tests, xxvii; motivation, xiii; of directions, xiv; **organization questions** 13, 14, 15, 16, 32, 33, 34, 35, 37, 64, 67, 88, 134, 135,

Silent reading (continued):
136, 137, 138, 155, 156, 158, 173, 194, 195, 213, 231, 235, 250, 251, 272; progressive training in, xiii; rate of eye-movements, xix; testing, xiv; **thought questions,** 13, 14, 15, 16, 17, 23, 24, 32, 34, 36, 47, 48, 49, 50, 51, 54, 62, 63, 66, 68, 77, 88, 89, 90, 92, 95, 107, 109, 121, 122, 134, 135, 136, 137, 138, 139, 140, 155, 156, 158, 173, 176, 178, 179, 180, 197, 199, 213, 214, 215, 216, 217, 231, 235, 236, 251, 252, 268, 269, 270, 271, 272; to find out something, xiv; use in community, xiv; way to secure improvement, xxi;

PROCEDURES: Seat work, drawing to interpret reading, 16, 38, 76, 77, 109, 137, 143, 157, 198, 199, 235, 250, 268, 270; informal test of speed and comprehension, 22, 37, 51, 63, 66, 77, 91, 112; reference, 23, 25, 37, 39–40, 52, 63, 66, 67, 79, 91, 92, 100, 111, 123, 138, 142, 144, 157, 177, 182, 202, 216, 220, 236–38, 255, 256,272, 273–74; supervised study, 32, 36, 47, 48, 49, 50, 75, 80, 87, 94, 96, 97, 138, 140–43, 156, 169, 174–76, 181, 200–01, 201–02, 219–20; questioning to encourage rapid silent reading, 23; procedures, xxi–xxii (all detailed lessons); incidental reading, xxii; following study directions, 32, 36, 199, 215, 268, 269, 270, 271; timed section, 156, 169; finding thought elements, 68, 87, 91, 99, 107, 141, 154, 159, 172, 175, 198, 199, 231, 233, 236–38, 273; finding *who*, 68; seat work, xxii; rapid scanning, 91, 157, 174, 202, 233, 272, 273; finding action words, 23, 37, 109; rapid reading to find answer, 178;

WITH DEFINITE PURPOSES: to bring out pictures, 13, 64, 108, 156, 194, 195, 196; to discuss pro and con before reading, 231; to do project, 201; to explain a picture, 251; to find big ideas, 21, 37, 47, 48, 49, 50, 51, 62, 65, 89, 136, 141, 172, 174, 194, 195, 196, 219, 233, 273; to find details, 65, 66, 77, 108, 109, 219; to find how to play a game, 19, 216; to find line describing picture, 87, 110, 136, 142, 178, 199, 232, 233, 235, 268, 269, 270; to find out, 12, 15, 16, 17, 33, 34, 35, 38, 54, 61, 76, 88, 93, 119, 120, 121, 123, 136, 154, 155, 173, 213, 214, 217, 250, 251, 252, 255, 274; to find part that describes picture, 74; to find parts of story, 61, 179, 180, 272; to find reason for title, 62; to get ideas in relation to one another, 90, 219; to have children re-tell, 19, 66, 75, 134, 135, 136, 137; to increase endurance, 235; to interpret in pantomime, 23, 66, 138; to make a choice, 110; to make an outline, 194, 195, 219–20, 250; to make titles of big parts of story, 62, 135, 158; to play story, 231, 253; to re-arrange mixed topics, 119, 120, 121, 170, 171, 217, 251; to see whether everything has been told, 215; to verify, 13, 19; to visualize, 108, 109;

DRILLS, xx; *Second Reader:* Drill I, 19–21; Drill II, 25; Drill III, 39–40; Drill IV, 53; Drill V, 67, Drill VI, 79; Drill VII, 99–100; Drill VIII, 111; Drill IX, 112; Drill X, 123; *Third Reader*: Drill I, 141; Drill II, 157; Drill III, 174; Drill IV, 177; Drill V, 182; Drill VI, 198; Drill VII, 200; Drill VIII, 201; Drill IX, 216; Drill X, 218; Drill XI, 220; Drill XII, 233; Drill XIII, 236; Drill XIV, 254; Drill XV, 255; Drill XVI, 256; Drill XVII, 273; listed for extra weeks, 28, 43, 57, 71, 82, 103, 115, 126, 150, 165 190, 209, 227, 246, 264, 281.
Socialization, dramatization, xxxi; reading club, xlvi; story parties, xxx.
Song games, xliv; bibliography, xlv; listed for groups, 1, 27, 42, 56, 69, 81, 101, 114, 124, 148, 163, 188, 207, 225, 244, 262, 279.
Speed. *See* Rate.
Spelling, phonetic, xvi.
Starch's test, xxvii.
Stevenson, R. L., xvi; text of 340–41.
Stories, bibliography, xlviii; dramatized, xxxii; need for, xvi.
Stories in other readers, listed with groups, 27, 42, 56, 69, 81, 102, 114, 125, 148, 163, 189, 190, 207, 209, 225, 226, 244, 245, 262, 263, 280. *See* Supplementary Reading.
Story Parties, as a socializing factor, xxx; class as audience, xxviii; motivation through, xiii; programs for, 26, 40, 55, 68, 80, 101, 113, 124, 144, 159, 183, 202, 220, 239, 256, 275.
Story-telling, bibliography, xlv; listed for groups, 27, 42, 56, 69, 81, 101, 114, 125, 148, 163, 188, 207, 225, 244, 262, 279; need for, xliv; to develop appreciation, xliv, xlvi, 338.
St. Paul Survey, quoted, xxi–xxii.
Strayer, quoted, xii.
Study. *See* Silent reading, Tests.
Study material, tested, 288, 322, 324, 329, 330, 333, 335.
Study reading, as an objective, 6, 7.
Suggestions for teaching:

Poems: Berrying Song, 272–73; Brown Thrush, 235–36; Cow, 17; Deep Hole, 20; Don't give up, 215; Five Little Chickens, 92–93; Fun in a Garret, 110; Gardening is Heaps of Fun, 90–91; Ghost Fairies, 65; Golden-rod, 38–39; Hiawatha, 157–58; Legend of Northland, 197–98; Lost Bell, 252–53; Marjorie's Almanac, 253–54; Naughty Tulip, 255; One Little Fire Cracker, 35; Piccola, 180–81; Rain, 111; Riddles to Guess, 76; Santa Claus is Coming, 53–54; Saturday's Party in Fairyland, 139–40; Shadows, 217–18; Smiles and Tears, 24–25; Snow, 63; Snowbird, 51; Song of Christmas Trees, 176–77; Spring, 232; Suppose, 274; Talk, 271; Trees, 137–38; Wynken, Blynken, and Nod, 98–99.

Stories: Ant and Grasshopper, 91–92; April Fool, 249–52; Arabian Nights, 169; Bear, Wolf, and Wrens, 230–32; Boy and Wolf, 67–68; Boys and Frogs, 63; Bundle of Sticks, 36–38; Cheeko, 202; Christmas Puzzle Game, 54–55; Clever Kid, 271–72; Crow and Pitcher, 112; Do what you read, 78–79; Doing Three Things, 110–11; Dutch Twins, 198–200; Enchanted Horse, 169–74; Farmer and Stork, 26; Find what is Wrong, 66–67; Five Peas, 86–89; Following Directions (letters), 200–01; Fox and Crab, 77; Fox and Crow, 65–66; Fox and Stork, 22–24; Fox and Well, 51–52; Froggery, 268–70; Gradual Fairy, 134–37; Grandfather Bear and Sly Fox, 61–62; Hare and Tortoise, 138–39; Hiawatha, 118–22; Hidden Word games, 113, 255–56; How fire was brought to Indians, 32–35; Japanese Shop, 193–97; Magical Whistles, 177–80; Man on Chimney, 216–17; Milk, 256; Molly's Ten Cents, 107–09; Months and Days, 122–23; Morning Star, 123; Peter Rabbit, 93–98; Peter Rabbit

Suggestions for teaching, Poems (continued): goes for Berries, 100; Reason Why, 25; Safety First, 220; Secret, 159; Signs and Signals, 39–40; Sly Fox, Hen, and Rooster, 64–65; Snap-shots around World, 201–02; Snap-shots of Birds, 181–82; Spotty, 143–44; Story of Drum, 212–14; Story of Little Gwen, 153–57; Sugar, 218–19; Sunny Boy, 12–16; Tell the Right Word, 52–53; Things to do this Fall, 140–43; Things to do this Spring, 232–34; Things to do this Summer, 273–74; Things to do this Winter, 174–76; Things to Make, 79–80; Three-Legged Stool, 46–50; Trip to Story Book Land, 239; Trip to Woods, 274; Uses of Iron, 254–55; Using the Telephone, 215–16; Who was the Strongest, 74–75; Who, When, What, 99–100, 112, 159; Who, When, What, Where, 177, 198; Who, When, What, How, Where, 236–38; Why Mr. Billy Goat's Tail is Short, 234–35; Wiggle Tad, 40.

Summaries, phonetic reviews for groups, 144, 160, 183, 203, 221, 239, 251, 275; review of First Year Phonetics, 2–3; vocabulary, 127–30, 282–86.

Supplementary reading, checking up on, xlvii: children's books, xlviii–l; explained, 338; how used, 338; listed for groups, 12, 31, 46, 61, 74, 86, 106, 118, 133, 153, 168, 193, 212, 230, 249, 267; memorizing, 338; need for, xvi; poems for, 1, 339–56; practice reading, 1; provision for, xlvi.

SELECTIONS FROM OTHER READERS:

Poems: Agreed to Disagree, 281; All Things Beautiful, 190; Baby, 165; Bargain, 115; Bed in Summer, 43; Bee and Flower, 28; Bill of Fare, 70, 189; Block City, 103; Blue Bird, 263; Boats Sail on the Rivers, 209; Boy's Song, 280; Bumblebee, 43; Candy Lion, 28; Chanticleer, 227; City Roofs, 209; Clouds, 150; Coral, 71; Cradle Song, 164; Dainty Little Fairy, 115; Daisies, 115; Dandelion, 227; Dewdrops, 281; Discontented Buttercup, 71; Dreaming, 115; Dressmaking, 71; Drive the Nail, 165; Drum, 82; Duel, 245; Elf's Umbrella, 264; Fairy Artist, 57; Fairy Folk, 149; Fairy Folk, 150; Fairy Folk, 209; Falling Snow, 57, 189; Fir Tree, 57; Flag, 226; Foot Soldiers, 103; Foreign Children, 208; Foreign Lands, 227; Friends, 280; Frogs at School, 280; Good Night and Good Morning, 208; Good Play, 71; Goop Party, 82; Grasshopper Green, 43, 150; Hiawatha, 164; House that Jack Built, 115; How the Kite Learned to Fly, 263; How the Leaves Came Down, 164; I Saw a Ship A-Sailing, 57; If Ever I See, 82; Indian Mother's Lullaby, 164; Jack Frost, 189; Japanese Lullaby, 208; Jumblies, 226; Kriss Kringle, 190; Lady Moon, 103; Lamplighter, 28; Land of Story Books, 149; Little Birdie, 102; Little Elf Man, 42; Little Lamb, 264; Little Papoose, 126, 164; Lobster Quadrille, 280; Lost Doll, 57; Making a House, 82; Months, 208; Mountain and the Squirrel, 190; My Lady Wind, 245; My Little Garden, 165; My Shadow, 125; New Moon, 125; Night Before Christmas, 189; October's Party, 42; One, Two, Three, 226; Only one Mother, 263; Over in the Meadow, 126; Owl and the Pussy Cat, 208; Peach, 28; Peach Tree, 149; Pine Needles, 126; Playgrounds, 28; Plump Little Girl, 71; Precocious Piggy, 189; Queen Mab, 281; Raindrops, 125; Rivulet, 227; Robin Redbreast, 245; Rock-a-by Lady, 70; Sailor, 43; Sandman, 246; Santa Claus, 57, 190; Santa Claus and Mouse, 264; Secret, 246; Seed Friends, 226; September, 150; Seven Times One, 115; Sleep, Baby, Sleep, 102; Snowflakes, 70; Song of the Bee, 149; Song of the Grass, 126; Spider and the Fly, 115; Strange Lands, 209; Swallow, 57; Sweet and Low, 245; Sweetest Place, 165; Swing, 43; Thanksgiving Day, 57; Three Bugs, 82; Three Little Kittens, 28; Tiny Little Snowflakes, 82; Tree, 165; Vacation Song, 281; Village Blacksmith, 246; Waiting to Grow, 246; Washington's Birthday, 227; What Children Say, 246; What Winds Bring, 103; Where go the Boats? 114; Which loved Best? 264; Whiting and Snail, 264; Who has seen the Wind? 82; Who Killed Cock Robin? 82; Who likes the Rain? 103; Who Stole the Bird's Nest? 280; Why do Bells for Christmas Ring? 190; Wind, 102; Windy Nights, 82; Wise Book, 150; Wishing, 263; Wonderful World, 281.

Stories: Aladdin, 189; Alice in Wonderland, 262; Alligator and Jackal, 103; Andy and Redcoats, 164; Animals Build House, 42; Ant and Dove, 57; Ant and Grasshopper (Æsop), 103; Ant and Mouse, 244; Anxious Leaf, 28; Arabian Nights, 189, 190, 280; Beauty and the Beast, 244; Beaver's Lodge, 164; Bell of Atri, 245; Belling the Cat, 57; Bird King's Gifts, 208; Blue Light, 149; Blunder, 262; Boasting Bamboo, 208; Boaster and Baby, 164; Bon-Fire in the Sea, 263; Boy and Goat, 28; Boy, the Bees, and the British, 165; Brave Little Tailor, 263; Brer Rabbit, 150; Briar Rose, 190; Brother Fox's Tar Baby, 150; Brother Green-Coat, 280; Brother Rabbit, Whale, and Elephant, 150; Brownie and Cherry Tree, 262; Brownie and Cook, 262; Brownie of Blednock, 262; Brownies, 262; Bruin and Reynard, 103; Burning of Rice Fields, 208; Buz and Hum, 281; Caliph turned Stork, 190; Camel and Jackal, 28; Cave of Gold, 148; Cedar Tree's Reward, 42, 43; Childe Rowland, 28; Christmas among Eskimos, 209; Christmas Tree, 189; Cinderella, 262; City Mouse and Country Mouse, 102; City under Zuyder Zee, 208; Clever Jackal, 103; Cock, Mouse, and Little Red Hen, 28; Coming and Going, 245; Corn Story, 164; Crab and the Grab, 70; Crane Express, 125; Cratchits' Christmas Dinner, 189; Crow, 245; Dancing Shoes, 149; Dark Pony, 102; Dick Whittington, 226; Discontented Pine Tree, 102; Dog and Horse, 226; Drakestail, 115; Dumpy the Pony, 43; Dust under the Rug, 262; East of Sun and West of Moon, 149; Elves and Shoemaker, 81; Emperor's New Clothes, 262; Epaminondas and his Auntie, 226; Fairy Shoes, 149; Fairy Stories, 148–49; Feast of Dolls, 207; Feast of Flags, 207; Fiddle Diddle Dee, 28; Fir Tree, 57; First Easter Eggs, 150; Fish of Gold, 263; Fisherman and Wife, 190; Forest Rover, 126; Fortune and the Beggar, 57; Fox and Bag Story, 114; Fox and Cock, 244; Fox and Colt, 226; Fox and Wolf, 244; Frog who tried to be big, 280; Frogs' Travels, 208; From Back of Sheep to Legs of Boy, 165; Gift of Corn, 164; Gingerbread Boy, 42; Glooskap and Winter Giant, 163; Golden Blackbird, 280; Golden Bucket, 190; Golden Cobwebs,

Selections from other readers (continued): 189; Golden Fish, 263; Goody Two Shoes, 165; Goose that laid Golden Eggs, 263; Go-to-Sleep Story, 43; Grateful Beasts, 244; Great and Wise King, 226; Hans and Four Great Giants, 189; Hans in Luck, 43; Hansel and Gretel, 164; Hare and Hedgehog, 244; Hassan and His Horse, 190; Hen Who Went to High Dover, 103; Henny Penny, or Chicken Little, 125; Hiawatha, 126, 164; Hobyahs, 126; Honest Woodman, 149; Hop-o'-my-Thumb, 126; House in the Wood, 245; How Bean got a Black Seam, 82; How Birds learned to Build Nests, 125; How Doughnuts Came to be Made, 149; How Ducks got Fine Feathers, 164; How Little Rabbit Caught Sun, 126; How Pony was Won, 126; How Robin got its Red Breast, 82; How Temple Saved her Horse, 164; How Wolf was Bound, 263; Hungry Lion, 70; Iagoo the Story-Teller, 164; Ickter, the Oriole, 245; Iptomi and Ducks, 164; Irene, the Idle, 149; Irmgard's Cow, 245; Jack and the Beanstalk, 103; Jack o'Lantern Scare, 165; Jackals and Lion, 82; King Redbeard, 225; Knights of Silver Shield, 225; Lady Bird and Fly, 82; Lamb in Drum Story, 114; Land of Dike and Windmill, 208; Land of Midnight Sun, 209; Lantern and Fan, 82; Lark and Child, 245; Leak in Dike, 208; Lesson in Politeness, 245; Lilly Etta and Wee Bruin, 244; Lion and Mosquitoes, 280; Little Girl in Land of Rising Sun, 208; Little Gray Pony, 57; Little Half Chick, 56; Little Jackal and Alligator, 244; Little Match Girl, 209; Little Pumpkin's Thanksgiving, 165; Little Rabbit that Wanted Red Wings, 57; Little Red Hen, 70; Little Red Riding Hood, 81; Little Scar-Face, 164; Little Shepherd, 209; Little Steam Engine, 57; Little Two Eyes, 115; Magic Girdle, 189; Magic Horn, 189; Magic Scythe, 189; Man, the Boy, and the Donkey, 115; Manitou and Squirrels, 164; Meadow-Lark's Concert, 245; Merchant's Caravan, 190; Miss Billy, 209; Monkey and Crocodile, 244; Monkey and Elephant, 244; Mother Frost, 165; Mother Goose Circus, 115; Mr. Elephant and Mr. Frog, 70; Mrs. Partridge's Errand, 245; Musicians of Bremen, 208; Old Cocked Hat, 165; Old Horses know best, 226; Old Man Who Made Trees Blossom, 208; Old Woman and Pig, 114; One Eye, Two Eyes, Three Eyes, 281; Peach Prince and Giant, 208; Peboan and Seegwun, 164; Peter Pan, 149; Pied Piper, 189; Pilgrim Fathers, 165; Playing Eskimos, 209; Please, 115; Polly's Pranks, 245; Pony, Horse, and Donkey Stories, 226; Pouchy Pelican, 28; Prince Roland, 244; Princess and Golden Ball, 280; Princess and the Pea, 190; Princess Beautiful, 226; Princess on Glass Hill, 149; Princess Lily, 245; Puss in Boots, 226; Queen Hulda and Flax, 148; Queer Chickens, 244; Rabbit that was Afraid, 150; Reynard the Fox, 244; Robert of Sicily, 280; Robinson Crusoe, 209; Rooster and Grasshopper, 280; Rumpelstiltskin, 150; Santa Claus's Partner, 189; Sennin the Hermit, 208; Servant of All, 226; Sindbad, 280; Sir Cleges and Christmas Cherries, 226; Six Swans, 245; Skylark's Spurs, 245; Sleeping Beauty, 149; Snow Man, 208; Snow White and Rose Red, 164; Spry Mouse and Mr. Frog, 70, 280; Squeaky's Tail, 57; Stone Cutter, 208; Stone in Road, 189; Story Told by Donkey, 226; Straw Ox, 125; Sunken City, 208; Swarm of Bees, 281; Taro and the Turtle, 207; The Shoe, 165; Three Bears, 56; Three Billy Goats Gruff, 102; Three Faithful Beasts, 115, 244; Three Feathers, 280; Three Little Pigs, 27; Thumbling, 164; Timid Rabbits, 244; Tin Soldier, 226; Titty Mouse and Tatty Mouse, 69; Toads and Diamonds, 150; Tom Thumb, 209; Tom, Tit, Tot, 82; Tongue-cut Sparrow, 208; Travelers and Bear, 226; Travels of the Fox, 70; Turkey's Nest, 245; Twelve Months, 70; Two Children of Desert, 190; Two Elephant Stories, 244; Two out of the Bag, 245; Ugly Duckling, 245; Uncle Rain and Brother Drouth, 281; Unhappy Grass Stalk, 208; Wake-up Story, 28; Was it the First Turtle? 164; Water Lily, 280; Wee, Wee Woman, 81; Widow's Son, 226; Wind and Sun Fable, 42; Wise Tortoise, 281; With Jan and Gretchen, 208; What Frightened White Rabbit, 150; White Pigeon, 28; Who Killed Otter's Babies? 150; Why Baby says Goo, 163; Why Bear Sleeps all Winter, 70; Why Cats Wash Faces after Eating, 43; Why Dog is Enemy of Cat, 244; Why Fox has White Tail, 70; Why Lion liked Elephant, 244; Why Pine Tree Sighs, 150; Why Rabbit's Tail is Short, 150; Why Ravens Croak, 245; Why the Sea is Salt, 114; Wolf and Crane, 245; Wolf and Dog, 43; Wolf and Seven Kids, 70; Wonderful Pot, 82; Yoshi-San and O-Kiku, 208; Zadig, 190.

Stories in Groups: Animal stories, 244; Arabian stories, 190; Bible Stories, 226–27; bird stories, 245; brownie stories, 262; bug stories, 280; Christmas stories, 189; Colonial stories, 164–65; Dutch stories, 208; Eskimo stories, 209; fairy stories, 148–49; fish stories, 263; frog stories, 280; Indian stories, 163–64, Japanese stories, 207; magic stories, 189; Norse stories, 263; pony, horse, and donkey stories, 226; rabbit stories, 150; stories of knights, 225; stories of marionettes, 262.

Stories of Great Men: 150, 165, 190, 209, 226–27, 245, 246, 263, 281; Alfred the Great, 263; Andersen, 246; Androcles and Lion, 245; Bruce and Spider, 280; Columbus, 165; Daniel, 227; David and Goliath, 226; David and Jonathan, 227; Edward Lear, 281; Eugene Field, 263; Grimm Brothers, 281; Hawthorne, 281; Joseph and Brothers, 226, 227; King Solomon's Answer, 226; Lincoln, 150; Longfellow, 209, Moses, 226; Saint George and Dragon, 225; Stevenson, 190; Washington, 227; Watt, 281; Webster, 281; Whittier, 281; William Tell, 281.

Stories of Greek Myths: 149, 164, 189, 208, 226, 246, 262, 280; Arachne, 246; Bag of Winds, 262; Clytie, 226; Dædalus, 246; Diana and Apollo, 246; Gods of Olympus, 246; Golden Touch, 189; Great and Little Bear (Callisto), 246; Naming of a Great City (Athens), 246; Pandora's Box, 208; Phaëton, 246; Philemon and Baucis, 280; Proserpina, 149; Ulysses and Bag of Winds, 164.

Stories of Norse Myths: Apples of Idun, 263; How Thor's Hammer was found, 263; Siegfried, 263; Thor and Giants, 263.

Supplementary reading (continued):
SOURCES — OTHER READERS: Aldine, Bk.1, 82, 125, 125, 189; Aldine, Bk. 2, 57, 71, 82, 82, 102, 102, 103, 103, 114, 125, 164, 164, 227, 244, 244, 245, 245, 246, 263; American School Readers, Second, 27, 28, 43, 43, 56, 57, 57, 70, 81, 82, 102, 102, 103, 103, 103, 103, 114, 114, 115, 125; American School Reader, Third, 28, 82, 103, 115, 149, 149, 149, 150, 150, 150, 165, 208, 226, 227, 227, 244, 245, 262, 262, 263, 263, 280, 280, 281; Art Literature Reader, Bk. 1, 81; Art Literature Reader, Bk. 2, 102; Baker and Thorndike, First, 42, 43, 57, 69, 102, 114, 125; Baker and Thorndike, Third, 42, 43, 57, 57, 81, 82, 82, 102, 102, 103, 103, 103, 125, 125, 149, 149, 164, 164, 189, 190, 208, 208, 208, 209, 226, 226, 227, 245, 245, 262, 262, 263, 263, 263, 280; Beacon First, 28, 42, 56, 56, 69, 70, 81, 102, 114, 115, 125; Beacon Second, 43, 57, 57, 70, 71, 81, 82, 125, 125, 126, 150, 165, 165, 165, 189, 189, 190, 190, 208, 208, 209, 226, 226, 262, 280; Beacon Third, 70, 149, 149, 165, 190, 209, 225, 244, 245, 245, 263, 280, 281, 281; Carroll and Brooks Reader, Bk. 2, 70; Children's Method Reader, 1st year, 1st half, 42, 56, 70, 114, 115, 125; Children's Method Readers, 1st year, 2d half, 27, 28; Children's Method, 2d year, 1st half, 81, 164, 189, 189, 190, 208, 262; Children's Method, 2d year, 2d half, 149, 208; Child's World First, 28, 28, 43, 57, 81, 102, 114, 115, 150, 150, 209, 281; Child's World, Second, 28, 28, 28, 42, 57, 57, 57, 57, 70, 70, 70, 81, 82, 82, 82, 102, 103, 103, 114, 126, 150, 165, 189, 189, 189, 190, 244, 245, 263, 280; Cooke's Nature Myths, 149, 208, 246, 280, 280; Easy Road to Reading, First, 42, 42, 43, 56, 102, 125, 125, 149; Easy Road to Reading, Third, 28, 28, 70, 82, 149, 164, 164, 165, 189, 189, 190, 208, 226, 244, 262, 262, 263, 263, 263, 263, 280, 281; Edson-Laing Introductory Book, 57, 103; Edson-Laing, Bk. 1, 27, 28, 56, 57, 70; Edson-Laing, Bk. 2, 42, 102, 103, 126, 165, 245; Elson Primer, 102; Elson First, 28, 42, 43, 43, 57, 70, 70, 102, 102, 103, 114, 125; Elson Second, 28, 28, 42, 43, 57, 57, 70, 82, 103, 103, 115, 115, 125, 207, 226; Elson Third, 126, 149, 149, 149, 149, 150, 150, 150, 150, 164, 164, 164, 165, 165, 165, 189, 208, 209, 225, 226, 226, 226, 227, 227, 227, 245, 245, 245, 262, 262, 262, 263, 363, 264, 280, 280, 280; Eugene Field Reader, 82; Free and Treadwell First, 27, 28, 42, 56, 102, 102, 115, 125, 125, 190, 208; Free and Treadwell Second, 28, 42, 42, 43, 43, 43, 57, 57, 57, 81, 82, 82, 102, 102, 114, 114, 115, 125, 125, 149, 149, 149, 149, 164, 226, 244, 244, 262, 263, 280; Free and Treadwell Third, 28, 57, 70, 102, 115, 149, 150, 164, 189, 189, 190, 208, 208, 245, 245, 245, 245, 262, 263, 280, 280, 280, 280, 281; Gordon Primer, 70; Gordon First, 43, 69, 70, 81, 82, 102, 114, 125; Gordon Third, 114, 114, 246; Haliburton First, 42, 42, 81, 82, 102, 114, 149, 189, 208; Haliburton Second, 42, 57, 70, 70, 82, 82, 103, 115, 209, 226, 245; Haliburton Third, 102, 114, 149, 190, 190, 190, 207, 208, 208, 208, 208, 262, 262, 281; Heart of Oak, Bk. 1, 28, 82, 114, 115, 125; Heart of Oak, Bk. 2, 42, 56, 56, 57, 82, 102, 102, 103, 115, 126, 149, 150, 165, 209, 226, 226, 262; Heart of Oak, Bk. 3, 189; Heath Second, 56; Hiawatha Primer (Holbrook), 126; Holton-Curry First, 28, 56, 81; Holton-Curry Second, 42, 102, 189; Holton-Curry Third, 28, 115, 165, 190, 208, 209, 226, 245; Horace Mann First, 42, 43, 70, 102, 114, 125; Horace Mann Second, 28, 42, 43, 43, 57, 82, 115, 125, 125, 125, 126, 126, 149, 264; Horace Mann Third, 28, 103, 149, 150, 150, 164, 190, 208, 226, 245, 245, 262, 262, 263, 263, 281; Kendall First, 28; Klingensmith's Household Stories, 149, 189, 208, 226, 245, 246, 246; Laurel Primer, 102; Lincoln Third, 165, 165, 209; Magee Primer, 125, 126; Howe Second, 70; Howe Third, 28, 28, 70, 82, 149, 150, 189, 189, 189, 190, 190, 208, 208, 208, 209, 209, 226, 226, 226, 227, 245, 246, 263, 263, 280, 281; Merrill First, 27, 56, 57, 125; Merrill Second, 28, 42, 42, 42, 57, 70, 70, 71, 71, 82, 102, 102, 114, 115, 126, 149, 149, 190, 208, 208, 209, 226, 244, 244, 245, 245, 245, 263; Merrill Third, 125, 149, 149, 150, 164, 164, 189, 189, 208, 208, 208, 209, 209, 209, 226, 226, 246, 246, 246, 262, 262, 263, 263, 281, 281; Natural Method, First, 43, 56, 57, 70, 81, 82, 82, 102, 114, 125, 164, 263; Natural Method, Second, 28, 43, 43, 43, 57, 82, 82, 103, 189, 226, 262, 263; Natural Method, Third, 42, 57, 70, 148, 149, 164, 164, 164, 164, 189, 189, 190, 208, 208, 226, 226, 227, 227, 245, 246, 263, 263, 280, 280, 280, 280; Nature Reader, Bk. 1, 115; New American Readers, Bk. 1, 27, 28, 42, 56, 57, 102, 103, 114, 125; New American Readers, Bk. 2, 56, 81, 103, 189, 190; New Barnes First, 28, 42, 69, 114, 125; New Barnes Second, 81, 103; Parmly First, 27, 28, 56, 81, 262; Parmly Second, 81, 190, 208, 226; Progressive Road, Story Steps, 57; Progressive Road, Bk. 1, 27, 42, 56, 56, 70, 102, 115, 125; Progressive Road, Bk. 2, 27, 28, 42, 70, 81, 82, 102, 189, 190, 208, 245; Progressive Road, Bk. 3, 70, 126, 189; Riverside First, 42; Riverside Second, 27, 28, 28, 28, 28, 28, 43, 43, 57, 57, 57, 70, 70, 71, 81, 82, 82, 82, 102, 102, 115, 115, 150, 150, 164, 164, 190, 208, 209, 226, 226, 244, 281; Riverside Third, 81, 114, 149, 149, 150, 150, 164, 164, 164, 189, 190, 208, 208, 208, 209, 225, 226, 226, 226, 226, 227, 227, 227, 244, 245, 245, 245, 263, 263, 264, 280, 281, 281, 281, 281; Stone's Silent Reader, Bk. 1, 43, 57, 82, 103, 115, 126, 150; Stone's Silent Reader, Bk. 2, 165, 190, 209, 227, 246, 264, 281; Story Hour, 1st year, 1st half, 56; Story Hour, 1st year, 2d half, 27, 28, 42, 57, 103, 114, 126, 126; Story Hour, Bk. 2, 28, 42, 43, 43, 43, 56, 57, 70, 82, 102, 115, 125, 126, 126, 208, 208, 208, 244, 244, 245, 245, 246, 262, 280, 280, 280; Story Hour, Bk. 3, 102, 114, 114, 148, 149, 149, 164, 164, 164, 164, 164, 189, 189, 190, 208, 208, 208, 209, 245, 246, 246, 262, 262, 263, 264, 280, 280, 281, 281; Story Readers Primer, 102, 115, 115, 149; Story Readers, 1st, 27, 56, 126; Studies in Reading, First, 27, 28, 42, 56, 102, 102, 114, 114, 114, 165; Studies in Reading, 2d, 28, 42, 42, 43, 43, 56, 57, 57, 70, 71, 82, 82, 82, 102, 114, 125, 125, 125, 125, 263; Studies in Reading, Third, 28, 70, 81, 102, 103, 150, 150, 165, 165, 165, 189, 190, 226, 226, 244, 244, 245, 245, 246, 262, 262, 262, 264, 280, 280, 281; Summers First, 27, 42, 56, 70, 81, 102, 125, 149, 165; Summers 2d, 57, 81, 103, 126, 149, 149, 150, 150, 150, 164, 164, 164, 164, 190, 207, 207,

Supplementary reading (continued):
208, 209, 209, 280, 281, 281; The "Ship" Literary Readers, Bk. 1, 102, 125; Winston First, 69, 70, 102, 114; Winston Second, 27, 42, 43, 43, 56, 57, 82, 82, 82, 82, 102, 125, 126, 189, 208, 209, 226, 226, 244, 244, 244, 280, 280, 280, 281; Winston Third, 102, 190, 226, 262, 263; Young and Field First, 28, 28, 70, 281; Young and Field Second, 28, 28, 28, 42, 43, 43, 57, 57, 70, 71, 82, 102, 102, 102, 114, 115, 115, 149, 149, 149, 150, 150, 150, 164, 165, 244, 246, 280, 280; Young and Field Third, 28, 43, 57, 57, 70, 115, 125, 126, 149, 149, 163, 163, 164, 164, 165, 190, 208, 208, 226, 226, 226, 226, 226, 226, 245, 245, 246, 246, 246, 263, 263, 263, 263, 263, 263, 263, 280, 280, 281, 281, 281;
Song games, 1; story-telling, 1; use of other readers, 2. *See* SOURCES.
Supplying words at blanks, listed for groups, 10, 30, 44, 59, 72, 84, 104, 116, 132, 151, 166, 191, 210, 228, 247, 265.
Syllabication, exercises in, 77, 79, 80, 86, 90, 93, 97, 110, 134, 139, 174, 252; Second-Third years, 5.

Table of contents, exercises, 144, 154; learning to use, 8.
Tables: charts of selections for groups in Readers, 10, 30, 45, 59, 72, 84, 105, 116, 132, 152, 167, 192, 211, 229, 248, 266; how to score tests, 290–91, 316; jingles of first year, 3; material of tests, 288–89; outline, 259; phonetics of first year, 3; phonetics of Second-Third years, 4–5; Second Grade score chart, 292; short vowels, 76; Third Grade score chart, 317; thought elements, 176, 237; total vocabulary, xxxvii; use of tests, 287, 315.
Taste, for best books, xlvii.
Teaching a Poem. *See* Poems, under Suggestions for Teaching.
Teaching of Reading. *See* Suggestions for teaching.
Tests:
PSYCHOLOGY: bibliography, xxvi–xxvii; principles on which tests are based, 288–89; value and purpose, xxiii;
PRACTICAL USE: appealing to class pride, xxvii, 293; "follow-up" work, 293; habits to cultivate, 293; how related to drills, 288; how scored, 290–91; 316; how used, xxiv, 289; index of Second Grade tests, 287; index of Third Grade tests, 315; progression, 288; schedule of use, 287, 315; score card, 290; Second Reader list, xxiv; Second Grade score chart, 292; subjects, xxiv; table of scores, 291, 316; talking about tests, 25, 40, 54, 67, 78, 80, 100, 143, 158, 159, 181, 220, 239, 254, 255; Third Reader list, xxv; Third Reader score chart, 317; variety, 288; what to learn from a test, xxv–xxvi.
COMPLETE TEXT OF TESTS: Second Grade, 295–314; Third Grade, 318–37.
Thaxter, xvi; text of poems, 346–48.
Themes, of groups, 1, 9, 29, 44, 58, 72, 83, 104, 116, 131, 151, 166, 191, 210, 228, 247, 265; of selections, 10, 30, 45, 59, 72, 84, 105, 116, 132, 152, 167, 192, 211, 229, 248, 266.
Thinking, reading as, xii; exercises that compel, xii, 18–20, 25; thought questions, xii; organization questions, xii.
Third Reader, as a basal course, 1; detailed lessons, 131–286; flexibility, 1–2; materials, 2; objectives, 7; phonetics, 4–5; vocabulary, 282–86.
Thorndike, quoted, xii, xxxv; rating for vocabulary, 127–30, 282–86; test, xxvii; Word book, xv, xxxv.
Thought elements, tested, 288, 310, 313, 321, 323, 326, 337.
Thought questions, as a test of meaning, xii; in Reading Period, xxxiii. *See* Silent reading.
Tongue-twisters, xxix.
Transition, to adult paragraph, 94, 111.
Types of reading, as an objective, 7.

Under-potent words, xx.
Unless ideas, tested, 330.

Van Dyke, quoted, xii.
Variants, value, xxxvi, 6; number, xxxvii.
Verbal appreciation, tested, 299, 302, 304, 306, 308, 312, 319, 324, 325, 334, 336.
Victrola records, xliv, 338; listed with groups. *See* Music.
Visualization, to develop power of, xxx, 6; as an objective, 6; tested, 268, 331.
Vocabulary: acquisition of, xxxiv; character of, xv; preparation for, xv; rapid expansion of, xxxvii; review of First year Phonetics, 2–3; seat work, xxiii; Second Grade, 127–30; sight words, xv; summarized for groups, 9, 29, 44, 58, 72, 83, 104, 116, 131, 151, 166, 191, 210, 228, 247, 265; Third Grade, 282–86; total, xxxvii.
Vowels. *See* Phonograms.

Word calling, xix; not necessary to test words, xiii; objection to, xii.
Word cards, xxxv, xxxviii.
Word Study: as preparation to reading, xxxiii; bibliography, xxxvii; chart of vocabulary, xxxvii; detailed suggestions (given for each selection); equipment for, xxxviii; foreign children, xxxv; period, xxxiv; range of vocabulary, xxxvi; rapid expansion of, xxxvi; reason in, xxxvi; sight words, xxxv–xxxvii.

Yearbook of National Society for study of Education, xi, xii; quoted, xxiii.

NOTES

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